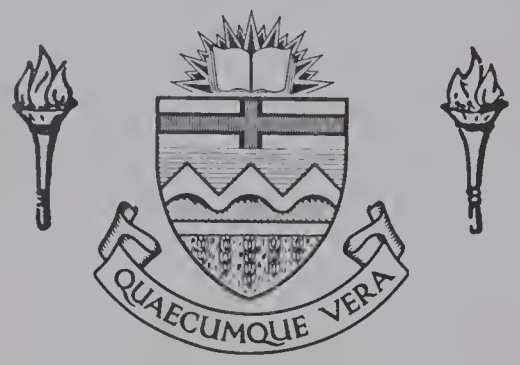
For Reference

NOT TO BE TAKEN FROM THIS ROOM

Ex libris
universitatis
albertaensis



High Level
BOOK BINDERY LTD.
10372 - 60 Ave., Edmonton
"THE HIGHEST LEVEL OF
CRAFTSMANSHIP"

THE UNIVERSITY OF ALBERTA

THE ROLE OF THE DEPARTMENT HEAD IN OTTAWA HIGH SCHOOLS

by

© DOUGLAS ANDREW GRAY

A THESIS

SUMBITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1972

T&E-93

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "The Role of the Department Head In Ottawa High Schools" submitted by Douglas Andrew Gray in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The main purpose of this study was to examine the actual and preferred role of the department head in Ottawa high schools, the amount of time allotted to department heads for carrying out their duties, and the criteria for the selection of department heads. Also examined were the opinions of principals and department heads relative to the most valuable attributes of the department head position, some of the major problems with which a department head must deal, and improvements that could be made in the system of supervision and administration by department heads.

Principals and department heads in nineteen high schools under the jurisdiction of the Ottawa Board of Education were sent a questionnaire entitled The Role of the Department Head in Ottawa High Schools.

Principals and department heads generally agreed that the tasks described under the headings of Finance, Time Tabling, Supervision and Administration, and Department Development were, and should be, tasks of department heads. Some of the notable areas of disagreement between department heads and principals related to the following. Department

heads perceived that it should be their task to determine the number of students and classes assigned to each teacher, and to be responsible for discipline problems arising in their department. Principals did not agree. Principals perceived that department heads should substitute teach for department members who were attending a meeting or were on a field trip. Department heads did not agree.

Department heads and principals signified that heads should be allotted twenty-one to thirty percent of their time for supervision, eleven to fifteen percent of their time for lesson preparation, and less than five percent of their time for miscellaneous duties. Department heads indicated that heads should be allotted forty-one to fifty percent of their time for teaching. On the other hand, principals signified that department heads should be allotted sixty-one to seventy percent of their time for teaching.

Principals and department heads generally agreed that the four most important criteria for the selection of a department head were: administrative ability, a sense of responsibility, superior teaching ability, and decision-making ability.

Department heads generally perceived that autonomy, with respect to curriculum, methods of teaching, and setting of goals, was one of the most

important attributes of the department head position. Principals generally perceived that one of the most valuable attributes of the department head position was that it provided a liaison between departments and the senior in-school administrators.

Principals indicated that improvement in supervision could be attained by better training of department heads. Department heads, on the other hand, indicated that improvement was possible by allowing department heads more time for supervision and more decision-making authority.

The results of this study indicate that appropriate adjustments could improve the role played by the department head.

ACKNOWLEDGEMENTS

The author wishes to express his thanks to his advisor, Dr. J. J. Bergen, for his advice and guidance, to the members of his thesis committee, Dr. E. Miklos and Dr. D. Fair, and to Dr. E. A. Holdaway for his advice and assistance.

The author also wishes to express his gratitude to Dr. H. L. Willis, Assistant Director of Education, Ottawa Board of Education, for granting permission for this study, and to the principals and department heads who answered the questionnaires.

Finally, the author wishes to express his gratitude to his wife, Ruth, for her assistance in the completion of this study, and to his children, Brenda, Terry, Judy, and Sandra for their assistance in proofreading.

TABLE OF CONTENTS

Chapter		Page
1.	INTRODUCTION	1
	Purpose of the Study	4
	The Problem	5
	Significance of the Problem	6
	Assumptions	7
	Limitations	7
	Delimitations	8
	Definition of Terms	8
	ORGANIZATION OF THE THESIS	9
2.	REVIEW OF THE LITERATURE	11
	ROLE THEORY	11
	Role Conflict	18
	THE ROLE OF THE DEPARTMENT HEAD	20
	Evolution of the Role of the Department Head	22
	Recent Studies on the Role of the Department Head	25
	Duties of Department Heads	30
	Disadvantages of Supervision by Department Head	36
	SUMMARY	37
3.	RESEARCH DESIGN	39
	INSTRUMENTATION	39
	DATA COLLECTION	41

Chapter		Page
	ANALYSIS OF DATA	45
	SUMMARY	47
4.	THE ROLE OF THE DEPARTMENT HEAD AS PERCEIVED BY DEPARTMENT HEADS	48
	Finance	49
	Time Tabling	53
	Supervision and Administration	56
	Department Development	66
	SUMMARY	78
5.	THE ROLE OF THE DEPARTMENT HEAD AS PERCEIVED BY PRINCIPALS	85
	Finance	85
	Time Tabling	87
	Supervision and Administration	89
	Department Development	95
	A COMPARISON OF PERCEPTIONS	101
	SUMMARY	109
6.	ANALYSIS OF RELATED DATA	112
	TIME ALLOTMENT	112
	Time Allotment for Supervision	113
	Time Allotment for Teaching	113
	Time Allotment for Lesson Preparation	116
	Time Allotment for "On Call" Duties .	116
	PRINCIPALS' PERCEPTIONS OF TIME ALLOTMENT	119
	CRITERIA FOR THE SELECTION OF A DEPARTMENT HEAD	123
	OBSERVATIONS ON THE POSITION OF DEPARTMENT HEAD	136

Chapter		Page
	The Most Valuable Attributes of the Department Head Position	136
	Major Problems of Department Heads . .	138
	Possible Improvements in Supervision and Administration by Department Heads	141
	Comments of Principals and Department Heads	143
	SUMMARY	147
7.	SUMMARY, CONCLUSIONS AND IMPLICATIONS . .	152
	SUMMARY	152
	The Problem	152
	The Population	153
	Instrumentation	153
	Data Collection	154
	Treatment of Data	154
	Findings	155
	Opinions Relative to the Position of Department Head	164
	CONCLUSIONS	167
	IMPLICATIONS	175
	SUGGESTIONS FOR FURTHER STUDY	176
BIBLIOGRAPHY		178
APPENDIXES		184
	A. ONTARIO DEPARTMENT OF EDUCATION PUBLICATION	184
	B. CORRESPONDENCE	189
	C. QUESTIONNAIRE	196
	D. MEDIANS OF TIME ALLOTMENT	206

LIST OF TABLES

Table		Page
1.	Personal-Professional Characteristics of Respondents by Percentages	43
2.	Department Heads' Responses to Finance Tasks	50
3.	Department Heads' Responses to Time Tabling Tasks	54
4.	Department Heads' Responses to Supervision and Administration Tasks	57
5.	Department Heads' Responses to Department Development Tasks	67
6.	Differences in Perceptions Between Departments and the Majority of Responses Relative to Tasks of Department Heads	79
7.	Principals' and Department Heads' Responses to Finance Tasks	86
8.	Principals' and Department Heads' Responses to Time Tabling Tasks	88
9.	Principals' and Department Heads' Responses to Supervision and Administration Tasks	90
10.	Principals' and Department Heads' Responses to Department Development Tasks	96
11.	Perceptual Differences Between Principals and Department Heads Relative to Tasks of Department Heads	106
12.	Department Heads' Perceptions of the Actual and Preferred Allotment of Time for Supervision	114
13.	Department Heads' Perceptions of the Actual and Preferred Allotment of Time for Teaching	115

Table		Page
14.	Department Heads' Perceptions of the Actual and Preferred Allotment of Time for Lesson Preparation	117
15.	Department Heads' Perceptions of the Actual and Preferred Allotment of Time for "On Call"	118
16.	Principals' and Department Heads' Perceptions of the Preferred Allotment of Time for Supervision	120
17.	Principals' and Department Heads' Perceptions of the Preferred Allotment of Time for Teaching	121
18.	Principals' and Department Heads' Perceptions of the Preferred Allotment of Time for Lesson Preparation	122
19.	Principals' and Department Heads' Perceptions of the Preferred Allotment of Time for "On Call"	122
20.	The Most Important Criteria for the Selection of a Department Head as Perceived by Principals and Department Heads	125
21.	The Least Important Criteria for the Selection of a Department Head as Perceived by Principals and Department Heads	127
22.	The Rank Order of the Most Important Criteria for the Selection of a Department Head	129
23.	The Rank Order of the Least Important Criteria for the Selection of a Department Head	130
24.	A Comparison of the "Most" Important Criteria for the Selection of a Department Head in Three Studies	132
25.	A Comparison of the "Least" Important Criteria for the Selection of a Department Head in Three Studies	133

LIST OF FIGURES

Figure		Page
1.	Model of the Organization as a Social System--Getzels-Guba Model. From Jacob W. Getzels, "Administration as a Social Process," in Andrew W. Halpin, Administrative Theory in Education. New York: Macmillan Company, 1958, p. 153	13
2.	Illustration of Role Set. Adapted from Warren G. Bennis, Changing Organizations. New York: McGraw-Hill Company, 1966, p. 193	15
3.	A Role Episode. Adapted from Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations. New York: John Wiley and Sons Inc. 1966, p. 182	17

Chapter 1

INTRODUCTION

In recent years, the secondary school department head has been called upon to play an increasing role in decision-making, supervision and administration. The 1960's brought many changes in secondary education. Schools increased in number and size as did the number of programs and courses offered. Larger schools and an increase in the number of programs and courses offered to students placed additional responsibilities on the principal. The principal became more dependent upon the department head for supervision and administration of staff and curriculum. The department head became more involved with the administration of the school as his advice was sought regarding the setting of goals and curriculum for the school.

The Ontario Department of Education Regulations (399/66, Sections 18 and 19) assign to the department head such duties as: (a) assisting the principal in the organization and management of the school; (b) assisting the principal in planning additions and alterations to school buildings; (c) recommending appointments to the teaching staff of his department; (d) being responsible for the organization and

administration of his department; (e) preparing a budget for supplies and equipment; (f) requisitioning equipment and supplies; (g) maintaining current inventory; (h) supervising the preparation of courses of study and examinations; (i) assisting in the improvement of instruction; (j) teaching such periods as required by the principal. Commercial and technical department heads have additional responsibilities such as establishing liaison with business and industry, supervising work done by students to insure that it does not conflict with labour policy, and maintaining safety requirements. The foregoing list of duties is not complete but is indicative of the areas of responsibility assigned to the department head.

The emphasis placed on each of these duties by the department head is dependent upon many considerations such as: the amount of time the department head has to perform these duties and to fulfil his teaching responsibilities as well; the number of teachers in his department; and, the relative importance of each duty according to the perception of the department head, and of the principal.

An Ontario Department of Education publication (Appendix A) noted that a formal legal statement of the duties of the department head cannot insure that the duties are carried out effectively. It further stated that:

> This is a question of ability of the person concerned, of his energy, resourcefulness and enterprise, and of his capacity to fulfil successfully in educational practice the defined obligations of the position.

The department head "must possess knowledge, skill, tact, and discernment" (Appendix A) to meet his responsibilities.

There are indications that the responsibilities of the department head will increase in the future. The Ontario Department of Education (Circular H.S. 1) has placed more responsibility for the selection of programs and courses with local school boards and ultimately with the high schools. Goldman (1970:137) predicted that in the future:

> . . . conflict relating to curriculum content in a particular school, building level policy determination, school community conflict and numerous other issues which relate specifically to a particular school building will be solved at that level. Only in rare situations should such cases be referred to the next level for disposition.

Goldman (1970:136) observed that the role of the principal is becoming increasingly community oriented. The principal, in the conduct of his role, will spend a great deal of his time away from the school building. Responsibility for the evaluation and supervision of staff, the responsibility for curriculum, and the assignment of staff within the school will be relinquished. Mawson (1969:191) stated that in the next decade the principal will continue to determine the general educational climate for schools but only the department head will be able to provide the leadership, the quality and quantity of

professional development. He further predicted (1969:191):

> . . . the heads of department with their specialized training and active involvement in the learning process will control the weather. The department heads, not the principals will play the more vital role in the high schools of the future.

Changes in the educational system have created, and will continue to create, a need for redefining the role of the department head.

Purpose of the Study

The purpose of this study was to examine the role of the department head as it is now, and as department heads and principals would prefer it to be. The research was designed to indicate differences in perceptions between department heads and principals and to indicate areas in which changes in the role of the department head may be desirable and necessary.

The role of the department head has become ambiguous for several reasons: (a) department heads, because of insufficient time to carry out all of their ascribed duties, emphasize some duties and negate others; (b) department heads have found some aspects of their position more attractive than others and have concentrated on those which appeal to them; (c) principals have assigned specific tasks to department heads over a long period of time and these tasks have become an integral part of the department head's role; and (d) varying conditions within different types of schools, and various subject disciplines, have caused perceptions

of the role of the department head to become diffused.

In recent years, department heads have taken on added responsibilities in areas of supervision and administration normally the purview of the principal, such as: assisting in the preparation of the time table; supervising and evaluating teachers; and, assisting in the preparation of the school budget. If department heads are to continue to assume greater administrative duties and also continue to teach, some facets of the role of the department head will undoubtedly have to be neglected.

The Problem

The problem investigated in this study was: (1) the determination of the role of the department head as it exists at this point in time; and, (2) the determination of the preferred role of the department head, as each of these are perceived by principals and department heads.

The following sub-problems were investigated:

1. What is the present role of the department head, and the preferred role of the department head, as perceived by department heads in the various subject fields relative to: (a) finance; (b) time tabling; (c) supervision and administration; and (d) department development?

2. What is the present role of the department head, and the preferred role of the department head, as perceived by principals relative to: (a) finance; (b) time tabling; (c) supervision and administration; and (d) department development?

3. How do principals and department heads differ in their perceptions of the present role of the department head and the preferred role of the department head?

4. How much time are department heads allotted for supervision, teaching, lesson preparation and "on call," and how much time do department heads perceive they should be allotted for each of these responsibilities?

5. How much time do principals perceive department heads should be allotted for supervision, teaching, lesson preparation and "on call"?

6. What criteria should be used for the selection of a department head?

Significance of Problem

This study outlines the role of the department head as perceived by principals and department heads in the various subject disciplines. The preferred role of the department head, as perceived by principals and department heads in the various subject fields, is also outlined. These role descriptions may provide principals and department heads with a basis for comparison. Principals may compare the role of the department head in his school with the role of the department head in a similar institution and either justify or change the role of the department head as it exists at his school.

Department heads may compare their role, as they perceive it, with the role of department heads in similar disciplines, or similar institutions, and justify or change their role.

Differences noted between the perceptions of

principals and department heads, relative to the allotment of time for department head duties, may well form a basis of negotiation.

Similarities between the perceptions of principals and department heads as to the most important criteria for the selection of a department head, may influence the selection of department heads in the future.

Assumptions

1. The size of the population was adequate for the study.
2. The questionnaire was adequate for the study.
3. Respondents understood the items listed in the questionnaire.
4. The questionnaire was answered with due consideration.
5. That the seventy-three percent of the population who responded to the questionnaire were representative of the total population.

Limitations

1. Conclusions drawn are based on data collected from only one school system and, therefore, not necessarily applicable to other school systems.
2. The questionnaire was designed for this study and is of unknown validity.
3. Department heads may be performing duties not represented in this study.
4. The small number of principals, relative to the number of department heads, may have placed undue emphasis on the perceptions of department heads.

Delimitations

1. The population included only department heads and principals.

2. The population was limited to high school principals and department heads employed by the Ottawa Board of Education.

3. High schools not having department heads for specific subjects were not included in this study.

Definition of Terms

High Schools: were defined as schools offering courses from grade nine to grade thirteen. The term included schools designated as composite high schools, technical-commercial high schools, collegiate institutes and occupational high schools.

Department Head: was defined as a teacher who has been given administrative and supervisory responsibilities over a group of teachers, usually in a particular subject discipline, such as mathematics or science. The terms "department head," "head of department," "department chairman," "chairman," and "head" were considered synonymous for the purposes of this study.

On Call Period: was defined as a time tabled period in which teachers were requested to be available for special assignment.

ORGANIZATION OF THESIS

This chapter included an introduction of the study and statement of its purpose and significance, the problems and sub-problems. Furthermore, the assumptions, limitations and delimitations were outlined and relevant terms were defined. Chapter 2 provides a review of the literature and research related to the role of the department head. Chapter 3 presents the research design and provides a description of the instrument, the population, the method of collecting data, and procedures in the treatment of data. Chapter 4 provides an analysis of department heads' perceptions of the tasks of department heads as described in section A of the questionnaire. The perceptions of principals, relative to the tasks of department heads as described in section A of the questionnaire, are analyzed in Chapter 5. Also, a comparison is made between the perceptions of department heads and principals relevant to these tasks. Chapter 6 provides a presentation and discussion of the results of an analysis of the allotment of time allowed department heads to carry out their duties, criteria for the selection of a department head, and the comments of principals and department heads concerning the importance of the department head position, major problems faced by department heads, and possible

improvements in supervision and administration by department heads. The summary, conclusions, and implications of this study are presented in Chapter 7.

Chapter 2

REVIEW OF THE LITERATURE

This chapter is concerned with a review of the literature in two areas. The first portion of the chapter provides a review of the literature related to role theory as it may be applied to the position of department head. The latter part of the chapter presents a review of the literature related to the role of the department head in secondary schools.

Role theory has been used to examine positions or offices within an organization. Miklos (1963:1) stated:

> In applying role concepts to the school, a position such as that of a teacher or principal is analyzed by focusing on the duties and expectations which define appropriate behavior for a person who occupies the particular position. Analyses of these roles would be concerned with prescribed, official duties and also the expectations which members of the system hold for each other.

ROLE THEORY

Getzels (1958:153) defined role in terms of role expectations, he stated:

> A role has certain normative obligations and responsibilities which may be termed role expectations, and when the role incumbent puts these obligations and responsibilities into effect, he is said to be performing his role. The expectations define for the actor . . . what he should and should not do as

long as he is the incumbent of a particular role. Getzels (1958:153) further noted that roles were complementary and derived their meaning from related roles within an organization.

An organization was defined by Wilson et al. (1968:57) in terms of a social system composed of people occupying different positions in a hierarchial relationship with "interrelated, interlocking and interacting roles." The social system was perceived by Getzels (1958:152) as having two classes of "phenomena"; one class composed of the institution with certain expectations which would fulfil the goals of the system and the second class composed of the individual's needs. The former class was referred to as the "nomothetic dimension" and the latter the "idiographic dimension" (Figure 1).

The social behavior of an individual was perceived to be the result of the individual's attempt to cope with an environment composed of "patterns of expectations for his behavior" (Getzels, 1958:157). Getzels (1958:159) formulated an equation for this theory: $B=f(RXP)$, where B is the observed behavior; R is a given institutional role defined by expectations attached to it, and P is the personality of the particular role incumbent defined by his needs disposition.

Katz and Kahn (1966:173) also defined the

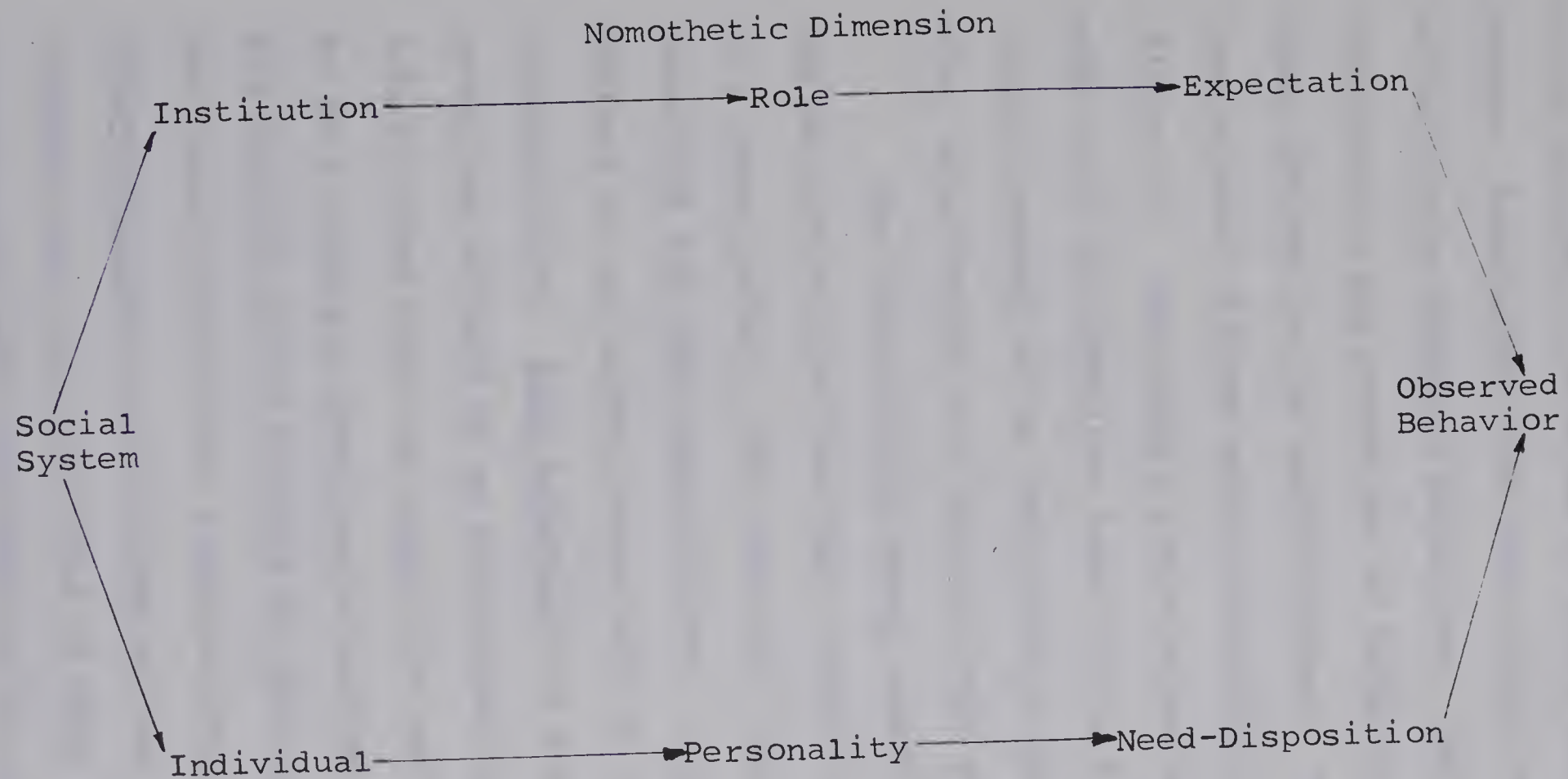
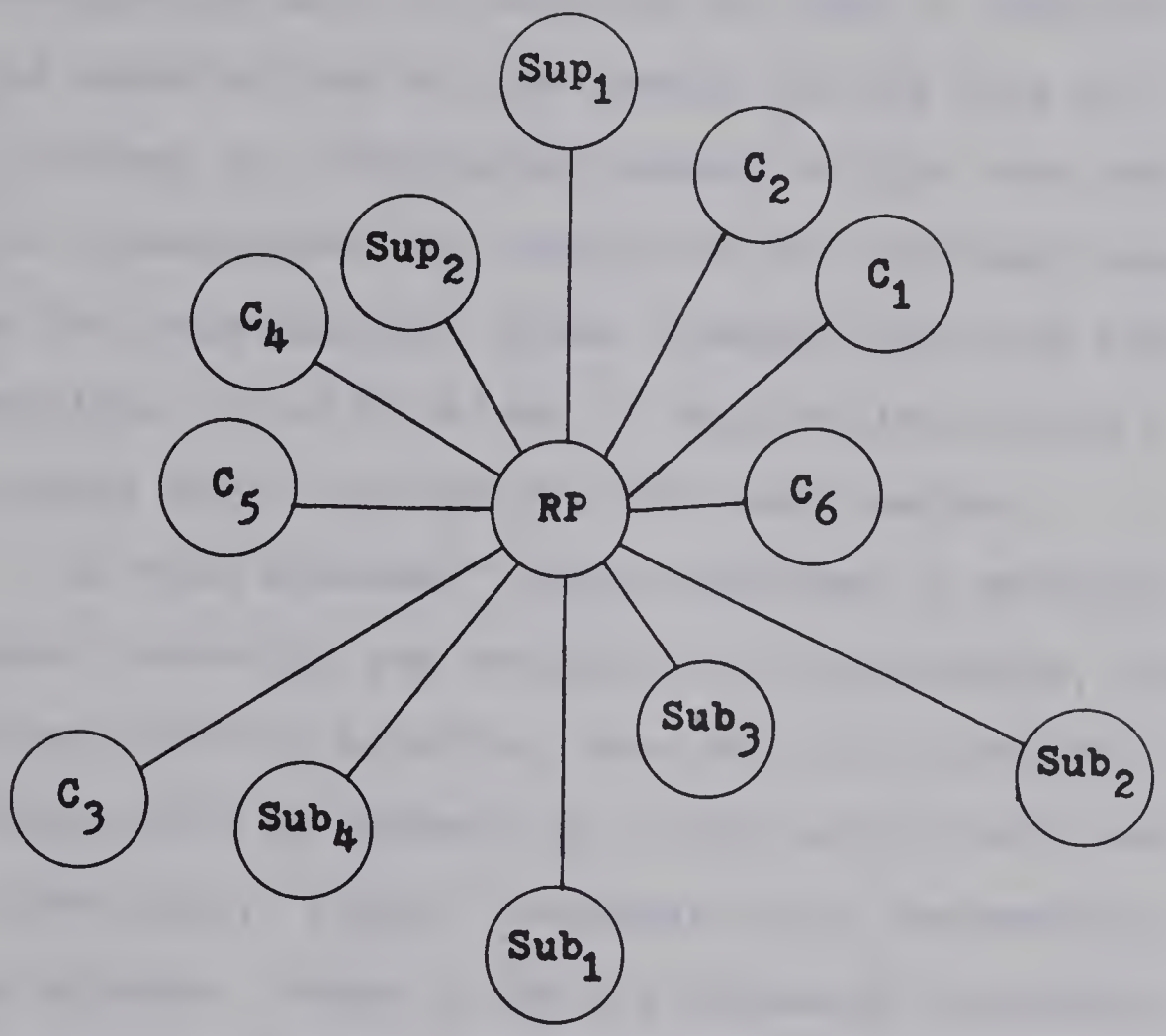


Figure 1

Model of the Organization as a Social System--Getzels-Guba Model.
From Jacob W. Getzels, "Administration as a Social Process,"
in Andrew W. Halpin, Administrative Theory in Education.
New York: Macmillan Company, 1958. p. 153.

social behavior of an incumbent in a social system. The term "office" was used to define positions in the social system in relation to other positions in the system. Associated with each office was a set of activities or expected behaviors. Each office in the organization was perceived as being related to certain other offices in the social system. The various interrelated offices were referred to as a "role set" (Figure 2). Typically, the role set was said to be made up of an immediate supervisor, subordinates and certain members of an individual's own department and other departments with whom he must work closely.

The relationship among members of a role set was defined by Katz and Kahn (1966:174-76) in terms of a focal person, role behavior, role-sending, role-receiving and role expectations. A focal person was defined as any person whose role or office was under consideration. Role behavior was defined as "the recurring actions of an individual appropriately interrelated with the repetitive activities of others so as to yield a predictable outcome." Role-sending was defined as the process by which members of a role set communicated their expectations to the focal person. Role-receiving was described as the focal person's "perceptions and cognitions of what was sent." Role expectations were described as the expectations held in the minds of members of a role set for a focal person



RP = Pivotal role player
Sub = Subordinates reporting to RP
C = Colleagues in RP's role set
Sup = RP's superiors

Figure 2

Illustrations of Role Set. Adapted from Warren G. Bennis, Changing Organizations. New York: McGraw-Hill Company, 1966, p. 193.



and represent standards in terms of which to evaluate his performance. The expectations of members of the role set may be communicated directly, as when a colleague expresses satisfaction or admiration, or indirectly by means of actions or attitudes. Each individual in an organization acts in relation to, and in response to, the expectations of the members of his role set. Every attempt at influencing members of the role set implies consequences for compliance or non-compliance. Within the organization, these commonly take the form of sanctions, gratifications or deprivations which a role-sender might arrange for the focal person.

A "role episode," which describes a sequence of events involving the concepts of role-sending, role-receiving and role behavior, was used to illustrate the interaction of members of a role set by Katz and Kahn (1966:182). Figure 3 schematically represents a role episode. Boxes I and III represent processes of perception, recognition and motivation internal to the role-sender and the focal person. Boxes II and IV represent the behavior of members of a role set under observation, and as role behavior when they are acts of the focal person.

The operation of an organization involves many continuous cycles of sending and receiving, responding, evaluating and sending again. In figure 3, arrow 1 represents the process of role-sending and arrow 2

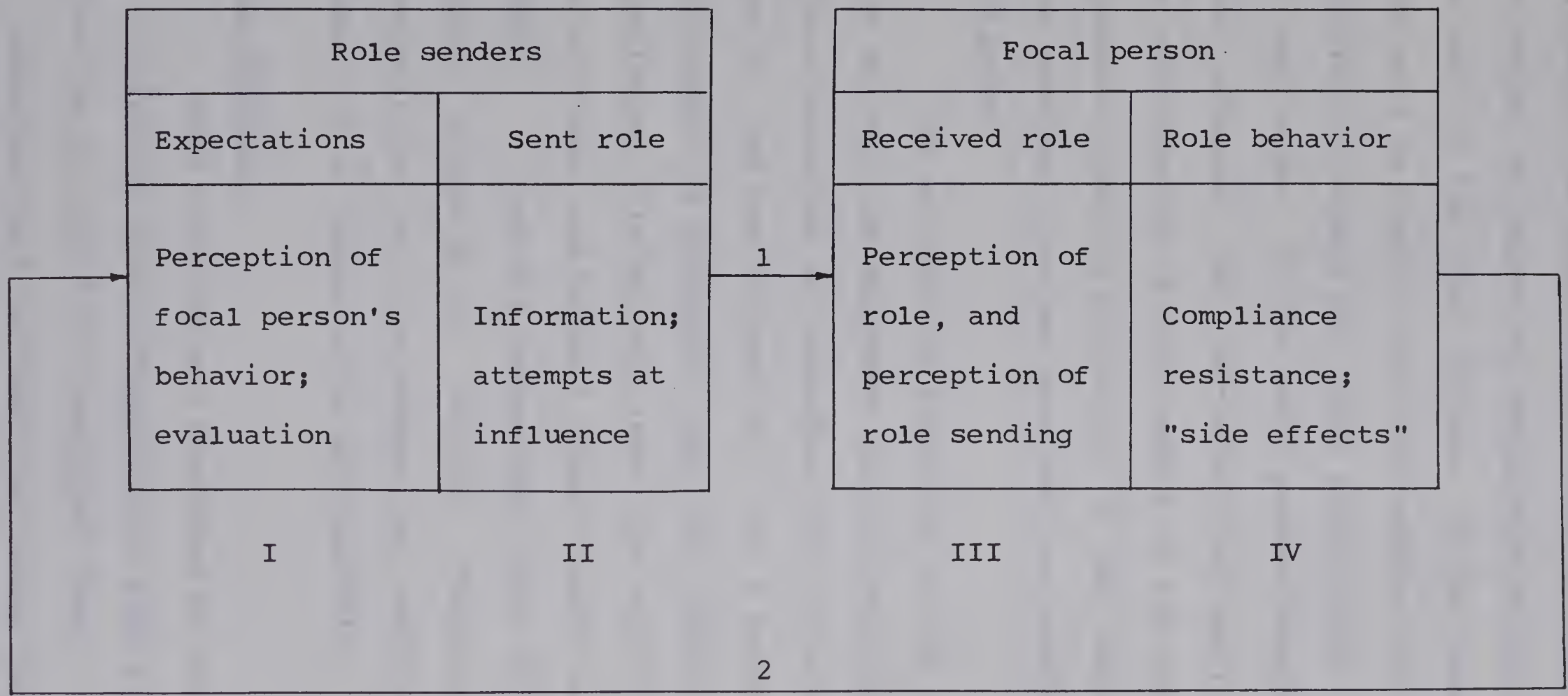


Figure 3

A Role Episode. Adapted from Daniel Katz and Robert L. Kahn, The Social Psychology of Organization. New York: John Wiley and Sons Inc. 1966, p. 182.

represents the processes by which the role-sender estimates the degree of compliance he has induced on the part of the focal person. If the response to the role sent is hostile, the role-sender will act quite differently toward the focal person than if the response is compliance. If the focal person complies partially under pressure, the role-sender may apply more pressure. The role-sending of each member of the role set is dependent upon his evaluation of the response to his last sending, thus new episodes are constantly being initiated.

The actions and reactions of the actors in a role episode are dependent upon perceptions. What a person perceives is consistent with "the world as he sees it, and how he sees it." How a person views his environment is dependent upon "his understanding of past experiences, his beliefs about the world around him, his attitudes and beliefs about himself and other people . . . and his assumptions about the nature of people" (Wilson et al. 1969:47). Therefore the possibilities for disagreement and conflict among members of an organization are manifold.

Role Conflict

Role conflict was described by several authors as originating from differences in role perception. Wilson et al. (1969:67) concluded that:

> According to role theory any human interaction may

> be conceived as being in conformity with, or in opposition to the expectations of a person's role. These expectations include both his as well as others' concepts about his role.

Katz and Kahn (1969:184) noted that when the "simultaneous occurrence of two (or more) role-sendings are such that compliance with one would make more difficult compliance with the other" role conflict results.

Getzels (1958:161) observed that role conflict occurred when a role incumbent was required "to conform simultaneously to a number of exclusive, contradictory, or inconsistent expectations," so that adjustment to one set of requirements makes adjustment to the other impossible, or at least difficult. In terms of the Getzels-Guba model, conflict results when there is incongruence in the idiographic dimension, nomothetic dimension or between the two dimensions.

Savage (1968:132) observed that staff members within a school vary greatly in their needs, subcultures, ages, and professional perceptions etc., and that they hold widely differing expectations for administrators. The social system may well be so heterogeneous that the administrator cannot have any set of expectations that is satisfactory to more than one segment of the organization at a time.

Means by which individuals adapt to conflict were described by Trusty (1971:246). He listed the following as important methods of adaption:

(a) Leave the situation (absenteeism and turnover).

(b) Climb the organizational ladder.

(c) Become defensive (daydream, become aggressive, nurture grievances, regress, project, feel a low sense of self-worth).

(d) Become apathetic, disinterested, non-ego involved in the organization and its formal goals.

(e) Create informal groups to sanction the defence reactions in (c) and (d).

(f) Formalize the informal groups in the form of a trade union.

(g) De-emphasize in their own minds the importance of self-growth and creativity, and emphasize the importance of money and the material rewards.

(h) Accept the above described ways of behaving as being proper for their lives outside the organization.

Savage (1968:141) observed that one of the most formidable tasks confronting an administrator is that of resolving, or at least reducing, role conflict. The problem of reconciling roles, or differing roles, is not subject to any final resolution, "For this is his (the administrator's) life task, imposed by virtue of his choice of profession."

THE ROLE OF THE DEPARTMENT HEAD

The importance of the role of the department head has been reported by many authors. A booklet published by the Ontario Secondary School Teachers Federation (O.S.S.T.F.) entitled The Department Head quoted Theodore R. Sizer, Dean of Graduate School of

Education, Harvard University, as saying, "The crucial man in the Secondary School . . . is the department chairman" (Hill et al., 1971:21). Mawson (1969:202) in an article addressed to the heads of departments stated that: "Much has been said and will be said of the importance of the position you are assuming. On you more than anyone else, will fall the responsibility for guiding the ship of education in the exacting yet uncertain days which are to come." Beard (1969:206) further outlined the importance of the role of the department head:

> The job of Department Heads in the modern secondary school is a skilled occupation. The Department Head must have competence in managing not only equipment and supplies, but also people. The competent Head is custodian of his department's interests. He has technical qualifications, a broad intellectual outlook, a high sense of duty, and appreciation and understanding of human relationships.

Cavanagh and van Vierrsen Trip (1969:197) made reference to the Hall-Dennis Report (1968) in emphasizing the importance of the role of the department head in an era of change. The Report asks, "How can the development of innovative practices be stimulated and meaningfully encouraged?" The answer specified in Recommendation Number 82 was, "Employ personnel with successful backgrounds in education and a high degree of competence in communications and human relations to serve the school systems as catalytic agents of innovative practice." The authors observed

that to a major extent this was the role that department heads could best fulfil.

The Hall-Dennis Report asks "Who should decide what the curriculum should be?" The answer specified in Recommendation Number 83 was: "Locate decision-making related to curriculum design and implementation at the school board level and in particular at the individual school level." Cavanagh and van Vierrsen Trip stated that the people best qualified to assert this prerogative are the department heads working in collaboration with their staffs and principal.

Evolution of the Role of the Department Head

The Ontario Department of Education Regulations were made reference to by Roberts (1961:151). He noted that the Regulations and Courses of Study for High Schools and Collegiate Institutes, in 1911, allowed for the appointment of heads of department who would teach "at least the senior classes." In 1940, Recommendations and Regulations for the Establishment, Organization and Management of Vocational Schools stated that when the number of classes and enrolment warranted, a teacher might be appointed head of department, "who under the principal shall have the general supervision and direction of instruction."

A revision in the Regulations in 1945 made the duties of the department head more explicit. The

Regulations for High Schools and Collegiate Institutes assigned to the department head such duties as: (a) assisting the principal in the management of the school; (b) organizing and directing his department; (c) supervising the preparation of courses of study and examinations for his department; (d) assisting teachers to improve their methods of instruction; (e) conducting meetings of members of his department to exchange ideas and discuss problems; (f) preparing an annual budget; (g) requisitioning equipment and supplies; (h) maintaining a current inventory of equipment in his department; (i) maintaining and caring for equipment and supplies under his charge; and (j) teaching such periods as required by the principal.

Roberts also observed that the Regulations for High Schools and Collegiate Institutes in 1954 included the following additional responsibilities: (a) planning additions or alterations to school buildings; (b) recommending appointments to the teaching staff of his department; (c) retaining on file, an up-to-date copy of outlines of courses with sufficient detail to permit efficient coordination of those courses; and (d) assisting teachers to maintain proper standards and keeping adequate records.

The present Regulations (Ontario Regulations 399/66, page 15--see Appendix A) have outlined additional duties for commercial and technical department heads. Commercial and technical depart-

ment heads are required to: (a) supervise work performed by pupils that has educational value and does not conflict with local labour policy or other courses of study; (b) be responsible to the principal for time allotment for subjects under his jurisdiction; (c) establish liaison with business and commercial establishments in the area served by the school. Further duties were assigned to the technical department head. The technical department head was required to: (a) assist the teachers of shop work in high schools of another board, where the limited technical courses are offered, and visit the high school or high schools at least three times in the school year; and (b) comply with industrial safety requirements for the departments under his jurisdiction.

Department heads have been required to accept more responsibility "by the radical changes surging through our educational systems" (Cavanagh and van Vierrsen Trip, 1969:196). The new responsibilities of department heads were summarized by Hill et al., (1971:18):

> With to-day's education freedom and expanded course offerings, the Department Head has become, among other things, a designer of courses and a co-ordinating member of the school team, responsible for the satisfactory melding of courses across departments and schools. This represents a new responsibility of no mean magnitude.

Thus the role of the department head has evolved from a supervisor and a teacher of senior

classes to an advisor on building and renovating schools, a designer of courses and a member of a team of administrators.

Recent Studies on the Role of the Department Head

There have been few studies on the role of the department head. Clark (1969:29) noted that: "Educational research into the position of high school department head has been very limited in the United States and almost non-existent in Canada."

Among the more recent studies was one by Easterday (1965:77). He surveyed eleven high schools in four states. The study indicated that department heads perceived the five most important qualifications for a department head to be: (a) the ability to work hard; (b) knowledge of subject matter; (c) knowledge of educational methods and curriculum; (d) recognition by department members as a leader; and (e) interest in improving the department. The study indicated that in seven out of eleven schools the department head was selected by the principal and/or the superintendent. The remaining schools used a system of advertising vacancies.

In evaluating the position of department chairman, Easterday (1965:84) noted that the basic reason for maintaining the position of department chairman was because it tended to organize the depart-

ment in a "purposeful, coherent unit directed toward achieving the goals of the department as an element of the overall school function." Also, it facilitated two-way communication between administration and teachers, and it provided stability and yet allowed for progressive growth. On the other hand, the position encouraged self-interest within the department. Also, department chairmen were found not to have sufficient time to carry out their duties.

Stern (1966:84A) analyzed the overt behavior of secondary school department heads associated with their efforts to help improve classroom instruction. His study indicated that the department head possessed abilities beyond those usually expected of a classroom teacher especially in the areas of human relations, group leadership and knowledge of curriculum. The ineffective department head was perceived to lack skill in the aforementioned areas.

Three companion studies were conducted at Indiana University in 1965. Buser (1965) conducted a survey of the functions and characteristics of department heads as perceived by principals. Brenner and Ciminillo (1965) used the instrument developed by Buser to study the perceptions of teachers and department heads, respectively, as to the role of the department head.

Buser (Manlove and Buser, 1966:100-107)

found that principals perceived the role of the department head to be more supervisory than administrative in nature. Principals indicated that successful department heads possessed the following characteristics: leadership ability, superior teaching ability, knowledge and ability in curriculum development, and a willingness to work. In general, principals indicated that department heads had a broad outlook toward teaching and school problems, they were capable of effective supervision, and they enhanced communication between faculty and administration.

Brenner (1965) studied the functions and characteristics of department heads as perceived by teachers. Brenner concluded that in the perceptions of teachers: (a) department heads could provide effective supervision if given the time and authority; (b) there was considerable conflict between "what should be" and "what are the functions" performed by department heads, particularly in the area of supervision; (c) a lack of clearly defined duties limited the effectiveness of department heads; (d) if given a choice teachers preferred supervision by department head to supervision by the principal of the school; (e) principals played a leading role in the selection of the department head; (f) leadership and administrative ability were perceived to be the most essential characteristics in the selection of a department head.

Ciminillo (1965) carried out a study entitled The Department Heads' Perceptions of the Functions and Characteristics of Their Position. His research indicated that: (a) department heads perceived a need for "a clear job description"; (b) headship remuneration was inadequate; (c) administrative ability was the most important criterion for the selection of a department head; and (d) ability to give direction, coordination and unity to the department was a major strength of the department head position.

Manlove and Buser (1966:105) made several observations and recommendations based on the research of Buser, Brenner and Ciminillo. As a deterent to "autocratic behavior, resistance to change, dogmatism, empire building and excessive competition among departments," a written job description and a policy statement should be supplied to newly appointed department heads. The practice of electing department heads by members of the department was questioned by the authors on the basis that it was "likely to reduce the status of effectiveness in the eyes of teachers and administrators." The principal should be the "key person" in the selection of a department head. The authors recommended that the amount of time a department head should be released from classroom teaching assignments should be proportional to the number of teachers in the department and the responsibilities assigned to

the department head.

Evaluation was considered a "key concept" in the effectiveness of a department head by Manlove and Buser (1966:106). The effectiveness of department heads in implementing school philosophy, carrying out assigned functions, and the educational contribution of the department must be evaluated regularly by those to whom the department head is immediately responsible. Manlove and Buser also concluded that a new role and image for department heads must be developed in many schools, where they are currently employed, if more effective supervision and administration is to result.

Clark (1969) in a study entitled The Department Head in the High Schools of Alberta concluded that: (a) department heads perceived leadership, superior teaching ability and mastery of subject matter as the three most important criteria for the selection of a department head; (b) department heads perceived the least important criteria for the selection of a department head to be seniority in the department, popularity among members of the department, and graduate study in the field in which he was teaching; (c) the greatest problem faced by department heads was lack of time to complete all the assigned tasks; (d) the lack of a "clearly defined" role was another problem faced by department heads; (e) department heads perceived a major strength of the department head position to be the

ability to coordinate all aspects of instruction within the department; (f) superintendents perceived the greatest strength of the department head position to be in orienting new teachers into the department.

There appeared to be a consensus, in several areas, among the studies reviewed. The studies indicated that the department head performed a valuable function in the administration and supervision of a school. They indicated a need for a job description. Also, the department head needed sufficient time to carry out his functions.

Duties of Department Heads

The literature dealing with the duties of the department head appeared to be in general agreement with the Ontario Department of Education Regulations (399/66). However, many authors were more definitive in their assignation of duties.

Buser (Manlove and Buser, 1966:102) studied the perceptions of principals relative to the duties of the department heads and found that over ninety per cent of the principals, who participated in the study, agreed that the following were duties of department heads. They indicated that it was a function of department heads:

1. To provide leadership in the selection of textbooks and other instructional materials.
2. To call attention to new ideas and developments within their subject field.

3. To exercise leadership in the development of departmental course objectives, syllabi, and content, as well as in the development of the total school curriculum.

4. To preside at departmental meetings.

5. To orient new teachers into the system.

6. To prepare written evaluations of the achievement and activities of the department.

7. To work with teachers in improving their procedures for student evaluation.

8. To familiarize staff with community resources and facilities.

9. To develop and implement in-service training programs for members of the department.

10. To order supplies and equipment.

Other suggested duties for department heads stressed the supervisory responsibilities, for example, Neagley and Evans (1970:127) listed the following duties and responsibilities for department heads:

1. Sets a good example by his own teaching and on request conducts demonstration lessons.

2. Supplies information and materials that can contribute to the improvement of teaching.

3. Visits classrooms, works with teachers, and brings to their attention special resources, possible field trips, and appropriate audio-visual aids.

4. Works cooperatively with his staff in developing meaningful curriculum materials.

5. Assists in the orientation of new teachers.

6. Recommends, secures, orients, and assists substitute teachers.

7. Assists with the student teaching program, if one exists.

8. Confers with teachers on personal and pro-

fessional matters that might affect their morale and teaching efficiency.

9. Recognizes, encourages, and stimulates professional growth and initiative on the part of the staff.

10. Regularly holds departmental meetings.

11. Assumes responsibility for intra-departmental communication.

12. Assists his staff in identifying and carrying out successful action research.

13. Assists in the selection, encouragement, and implementation of special informal activities, such as club activities, assembly programs, and career conferences.

14. Serves as the first recourse in assisting teachers who are having discipline problems.

15. Makes decisions concerning the placement of students in courses within his department.

16. Assists in the guidance program.

17. Provides leadership in planning the testing program.

The importance of the relationship between supervisor and subordinate may be evident from the review of role theory presented earlier in this chapter. Getzels (1958:151) noted that "the hierarchy of relationships is the locus for allocating and integrating roles and facilities in order to achieve the goals of the social system." If the goals of the department and the school are to be served, the relationship between the "idiographic dimension" and "nomothetic dimension" must be conducive to a social behavior which will maximize the possibility of achievement. Therefore, the role of the department head as a supervisor

of teachers is a difficult and important one.

The literature indicated some divergence of opinion as to the duties that should be assigned to department heads. Byrd (1965:205) listed several duties that department heads should not have to perform, such as: distribute textbooks, collect fees, issue routine memoranda, and evaluate teachers. An Ontario Department of Education publication (Appendix A) also indicated that the department head should not be an evaluator, it noted that:

> As a supervisor, the department head should emphasize the consultative or counselling aspects of his work and avoid formal appraisal of teacher's lessons. He is not an official whose duties may include those of grading and reporting formally upon the quality of a teacher's work. Although the department head may be able as a senior member of the staff to assist the principal in a situation involving competence of a teacher, it is with the principal that responsibility lies for evaluation of that teacher's work and any recommendations that affect his status.

A publication entitled Evaluation at Rideau High School (1971) outlined the responsibilities of the department head at that school. It noted that the major emphasis of the department head should be on "his leadership role" and he must "assist and encourage members of his department." The department head was assigned the task of assessing the "subject content" and the "academic and professional competence of all members of his department."

Morwood-Clark and Faulds (1961a:360) researched the duties of department heads in Ontario. They noted

that it appeared that the inspection function of the department head was an important one and seemed to be a logical part of the position.

Supervising teachers is a difficult and delicate task. Hill et al. (1971:21) observed that:

> The Head needs reserves of tact to work harmoniously with the old, the young, the experienced, the novice, the conservative, the radical, the diligent, and occasionally, the lazy. He must lead, sometimes drive, but if the process is too painful, nothing will come of it.

Mawson (1969:191) directed department heads to "nourish the development of a purpose for your subject" and lead members of the department to a clear understanding of the "subject concepts, key ideas, and mode of inquiry." Furthermore, the department head must motivate the staff towards a sincere and enthusiastic desire to improve.

The expectations of new teachers for the department head were outlined by Bourdeau (1969:207). New teachers expected "humanistic, empathetic communication and constructive guidance." The author directed department heads to listen to problems of the new teacher and offer alternative solutions from which the teacher may choose a solution.

The role of the department head as teacher was commented upon by several authors. Hill et al. (1971:32) commented that if a department head was required to teach too much he would not "have time or the heart to foster his department." They were of the opinion that

the department head should teach a junior class similar to the classes usually assigned to new teachers. In this way the department head would be in a position to demonstrate methods and techniques helpful to the new teacher. Also, the department head should teach a "far-out" class as a place where he might experiment, innovate, "dazzle and amaze" the department. The department head, himself, would be made to feel he was "scouting ahead" as well as sharing the load.

Hipps (1965:489) observed that by facing the same problems in his own classes the department head understood and sympathized with his teachers. Furthermore, the success achieved by the department head might well be projected into the whole department.

Morwood-Clark and Faulds (1961b:401) observed that the department head can contribute to the sharing of ideas, experiences and materials by all, and all are thereby enriched. The greatest riches go to the students who get the advantage of superior teaching.

The department head as a "pivotal role" person is in a position to facilitate the sharing of ideas, experiences and materials. Roberts (1960:152), Cavanagh and van Vierrsen Trip (1969:198) and Morwood-Clark and Faulds (1961a:360), stressed the importance of an advisory council or "cabinet," composed of department heads, to advise the principal and share information between departments. Through these principles of

cooperative effort between people and between departments "the greatest good is given to the curriculum" (Morwood-Clark and Faulds, 1961:361). What is educationally desirable will be realized administratively only if department heads work closely with one another and their principal in planning and program implementation (Cavanagh and van Vierrsen Trip, 1969:198).

The liaison function of the department head may project beyond the school. Morwood-Clark and Faulds (1961:360) emphasized the importance of department heads meeting on district wide committees for the improvement of the school curriculum. The liaison function of the department head should be projected to include the community according to Morwood-Clark and Faulds. The department head could well interpret the purpose of the school to the community and aid in bringing community resources to the school.

Satlow (1958:95) perhaps best summarized the duties of the department head when he suggested that department heads should wear ten hats inscribed with the following names: (1) student, (2) dreamer, (3) innovator, (4) efficiency expert, (5) psychiatrist, (6) referee, (7) critic, (8) morale builder, (9) diplomat, and (10) clerk.

Disadvantages of Supervision by Department Head

Several authors noted disadvantages attached to

supervision by department heads. Morwood-Clark and Faulds (1961:399) noted that: (a) often the principal has so many details removed from his direct control that he is left isolated; (b) a hazy interpretation of the place of the department head in the school is conducive to reluctance on the part of principals to relinquish control and the position becomes meaningless; (c) teachers may refuse to work for a department head who is an "in-betweener"; (d) by virtue of his training and experience, often the department head is advanced to a higher administrative position leaving a difficult-to-fill void in the department and loss of continuity; (e) a department head may "form a cosy little chrysalis and rest at the job." The authors observed that tenure provided continuity but competence should be the criterion for keeping the position.

Knudson (1971:378) was of the opinion that in order to be effective a department chairman must be extremely democratic and involve everyone in decision-making. If everyone is allowed to make decisions which will have an "effect on his life," the department head becomes unnecessary. The author concluded that a group of teachers could make the department work better without a department chairman.

SUMMARY

Role theory, as described in this chapter and

applied to the position of department head, focuses upon the duties and expectations held for the incumbent of that position. When the role incumbent puts these duties and expectations into effect, he is said to be performing his role.

Roles derive their meaning from related roles. The interrelationship between a role incumbent and those who help to determine his role may be described in terms of a "role set." A role set, as described by Katz and Kahn, is composed of supervisors, colleagues and subordinates with whom the role incumbent must communicate and interact.

The department head is expected, by those who make up his role set, to function in many areas such as: (1) supervision and administration of staff and students; (2) provide liaison between his department and the school administration; (3) teach students; (4) advise the principal; (5) evaluate textbooks, courses, goals, students, teachers, and his department; and, (6) provide liaison with the community.

The literature suggests that if a department head is to fulfil the expectations held for him, he must be promoted to the position on the basis of his ability to fulfil the expectations of the organization.

Chapter 3

RESEARCH DESIGN

This chapter describes the research methods used in this study. The population, the data collection procedures, and the method of data analysis are described.

INSTRUMENTATION

The instrument used for this study was a questionnaire entitled The Role of the Department Head in Ottawa High Schools. The questionnaire (Appendix C) was constructed to elicit responses to questions pertinent to the problem under investigation. The format of the questionnaire was based on an instrument used to elicit perceptions relative to the role of the department head in four previous studies. Three of the studies were carried out at the University of Indiana where the format was devised. Clark (1969) also used the same format for a portion of her study of the role of the department head in Alberta.

Section A of the questionnaire focused on the duties of the department head in the decision-making areas of finance, time tabling, supervision and administration, and department development. As was

noted in Chapter 2, a position may be analyzed by focusing on the duties and expectations which define the behavior of a person who occupies a particular position.

Section B was designed to ascertain the perceptions of principals and department heads as to the assignment of time for various duties. Time allotment, as was indicated in Chapter 2, appeared to be a major concern of observers of the role of the department head. This section of the questionnaire elicited information regarding the amount of time department heads were presently allotted for supervision, teaching, lesson preparation and "on call" assignments, and the amount of time principals and department heads perceived should be allotted for these duties.

Section C of the questionnaire requested that principals and department heads choose the four most important criteria, and the four least important criteria, for the selection of a department head.

Section D requested personal data. A description of the population was obtained and is described in Table 1.

Section E solicited the views of respondents as to the advantages of supervision by department head, some of the major problems encountered by department heads, and suggestions for the improvement

of performance in the position. The last item on the questionnaire provided respondents with the opportunity to make any additional comments.

DATA COLLECTION

Data collection was carried out by means of a questionnaire mailed to principals and department heads in high schools under the jurisdiction of the Ottawa Board of Education. Questionnaires were sent to secondary schools in which department heads were employed for the supervision of teachers in the major subject areas such as, mathematics, history, science, technical, and business.

The Assistant Director of Education granted permission to carry out the study and indicated that principals had been asked to cooperate with the researcher. The Superintendent (Appendix B) provided a list of the principals. A list of major and minor department heads that had been requested was not made available.

A questionnaire and letter was sent to each principal on March 2, 1972. The letter (Appendix B) asked principals to return a completed questionnaire and, also, to distribute the questionnaires, sent under separate cover, to major and minor department heads within his school.

The questionnaires addressed to department

heads included a letter (Appendix B) explaining the purpose of the questionnaire and requesting that the recipient complete and return the questionnaire. A follow-up letter was sent to principals and department heads on March 23, 1972.

The maximum number of possible returns from principals was 19. The maximum number of possible returns from department heads was 177. As a list of the department heads was not made available, the information was obtained from teachers in Ottawa and from the questionnaires which were returned.

Returns from principals totaled 14 of a possible 19, or 73.3 percent. Returns from department heads totaled 137. Seven returns were not usable, therefore, the usable returns from department heads totaled 130, or 73.5 percent. The total usable return was 144, or 73.5 percent of the possible 196.

Table 1 describes the population by age, sex, position, professional training, experience, and the type of school in which the respondents were employed. The largest number of responses was received from principals and department heads in composite high schools. A comparison of the responses received from department heads and principals indicated that department heads were generally younger than principals and had less teaching experience. The

Table 1

Personal-Professional Characteristics of Respondents by Percentages

	Department Heads		Principals	
	N	%	N	%
Age				
21 to 30	18	13.8	0	0.0
31 to 40	53	40.8	2	14.3
41 to 50	34	26.2	5	35.7
51 to 60	23	17.7	6	42.9
over 61	2	1.5	1	7.1
Sex				
Female	10	7.7	0	0.0
Male	120	92.3	14	100.0
Department*				
Art	1	0.8	0	0.0
Business	11	8.5	1	7.1
Classics	3	2.3	0	0.0
English	9	6.9	2	14.3
Geography	12	9.2	0	0.0
Guidance	10	7.7	2	14.3
History	15	11.5	2	14.3
Home Economics	1	0.8	0	0.0
Modern Languages	14	10.8	0	0.0
Mathematics	12	9.2	3	21.4
Music	1	0.8	1	7.1
Physical Education	12	9.2	3	21.4
Science	14	10.8	0	0.0
Technical	15	11.5	0	0.0
Professional Training				
No University degree	10	7.7	0	0.0
Bachelor's degree	91	70.0	8	57.1
Master's degree	27	20.8	6	42.9
Ph.D or Ed.D degree	2	1.5	0	0.0

*In the case of principals this data indicates the type of department headed by the principal before he attained the position of principal.

Table 1 (continued)

	Department Heads		Principals	
	N	%	N	%
Teaching experience				
3 to 6 years	10	7.7	0	0.0
7 to 10 years	38	29.2	0	0.0
11 to 14 years	32	24.6	2	14.3
15 to 18 years	20	15.4	3	21.4
19 to 22 years	7	5.4	2	14.3
23 to 25 years	7	5.4	1	7.1
over 26 years	16	12.3	6	42.9
Number of years in present position				
1 to 2	12	9.3	0	0.0
3 to 6	76	58.9	7	50.0
7 to 10	31	24.0	4	28.6
11 to 14	5	3.9	2	14.3
15 to 18	3	2.3	0	0.0
19 to 22	1	0.8	0	0.0
23 to 25	0	0.0	0	0.0
over 26	1	0.8	1	7.1
Type of School				
Composite	87	67.4	8	57.1
Collegiate	16	12.4	3	21.4
Technical-Commercial	14	10.9	1	7.1
Occupational	12	9.3	2	14.3

largest number of responses from both department heads and principals were recorded in the category which indicated that they had been in their present position for 3 to 6 years.

ANALYSIS OF DATA

Information for analysis was transcribed to computer cards. Section A, B, C, and D were analyzed by computer using a program which provided totals, frequency percentages and chi-square test for significance of difference.

The chi-square test of significance of difference was calculated but was not reported in this study because of its questionable validity in indicating differences when the totals are small. According to Siegel (1956:110) when totals, or cells, are too small (less than 5), the chi-square test may not be used "properly and meaningfully." In many instances in the study the totals in the "is not" and "should not be" columns of the questionnaire were less than 5.

For subject fields having very few respondents, replies were included in subject areas considered to be related or having similar teaching situations. The responses of three classics department heads were included with history department heads and the responses of one art, one home economics

and one music department head were included with the responses of technical department heads.

The medians of the amount of time department heads were allotted for supervision and administration, teaching, lesson preparation and "on call" assignments were calculated using the formula (see Appendix D) for calculating medians described by Ferguson (1959:50). The same formula was used to calculate the medians of the preferred amount of time principals and department heads perceived should be allotted for supervision and administration, teaching, lesson preparation and "on call" assignments.

The correlation between principals' and department heads' perceptions of the most important criteria for the selection of a department head was calculated using the Kendall rank correlation coefficient τ (tau) formula,

$$\tau = \frac{S}{\sqrt{\frac{1}{2}N(N-1) - Tx}\sqrt{\frac{1}{2}N(N-1) - Ty}}$$

, as described by Siegel (1956:213). The same formula was used to calculate the correlation between principals' and department heads' perception of the least important criteria for the selection of a department head.

The final section of the questionnaire (Section E), provided for written responses. These were analyzed by first placing them into broad classifications of opinion.

SUMMARY

This study obtained information from 19 high schools under the jurisdiction of the Ottawa Board of Education. Questionnaires were sent to principals and department heads. Usable replies were received from 14 principals and 130 department heads.

The median of the amount of time department heads were allotted for supervision and administration, teaching, lesson preparation, and "on call" assignments was calculated, as was the median of the amount of time principals and department heads thought heads should be allotted.

The correlation between principals' and department heads' perceptions of the most important, and least important, criteria for the selection of a department head was calculated using the Kendall rank correlation coefficient τ (tau).

Chapter 4

THE ROLE OF THE DEPARTMENT HEAD AS PERCEIVED BY DEPARTMENT HEADS

This chapter is concerned with an analysis of the actual and preferred role of the department head as perceived by department heads. A construct of the actual and preferred role of the department head is developed by examining department heads' perceptions of the tasks of department heads as specified in section A of the questionnaire. The responses are analyzed as the composite perceptions of department heads and on the basis of the subjects administered by the department heads.

Section A of the questionnaire was subdivided into four sections on the basis of tasks commonly assigned to department heads which were related to various facets of school management. The tasks of department heads were grouped under the following headings: Finance, Time Tabling, Supervision and Administration, and Department Development.

The number of respondents and percentage of responses from department heads, relative to section A of the questionnaire, are presented in Tables 2, 3, 4, and 5.

Finance

Task 1: to prepare an estimate of budget for his department.

Almost 94 percent of the department heads signified that this was a task of department heads and 99 percent signified that this should be a task of department heads.

Task 2: to decide what items are to be deleted if a reduction in his department's budget is necessary.

Although 73 percent of all heads observed that this was a task of department heads, 5 of the 9 English heads, and 6 of the 10 guidance heads, disagreed. Almost all of the respondents agreed that this should be a responsibility of department heads.

Task 3: to assist the principal in the preparation of the total budget estimate for the school.

Approximately 78 percent of the respondents reported that this was not a task of department heads. A small majority of 54 percent indicated that this should not be a task of department heads. However, 11 of 12 geography heads and 6 of 11 physical education heads felt that this should be a task of department heads.

Tasks 4, 5, 6 and 7: these tasks concerned

Table 2

Department Heads' Responses to Finance Tasks

TASKS		Frequency of Responses by Departments											
		Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	Total	%
1. Prepare an estimate	Is	11	9	11	9	16	14	10	11	14	16	121	93.8
	Is Not	0	0	1	1	1	0	2	1	0	2	8	6.2
	Should Be	11	9	12	10	18	13	12	11	13	17	126	99.2
	Should Not	0	0	0	0	0	0	0	0	0	1	1	0.8
2. Adjust department budget	Is	7	4	11	4	12	10	8	9	12	17	94	73.4
	Is Not	4	5	1	6	5	3	4	3	2	1	34	26.6
	Should Be	11	9	12	10	18	13	12	11	13	17	126	99.2
	Should Not	0	0	0	0	0	0	0	0	0	1	1	0.8
3. Assist in preparation of school budget	Is	1	2	5	3	3	2	3	3	1	5	28	21.7
	Is Not	10	7	7	7	15	12	9	9	12	13	101	78.3
	Should Be	3	3	11	3	9	6	5	6	5	8	59	46.1
	Should Not	8	6	1	7	9	7	7	5	9	10	69	53.9
4. Check requisitions	Is	11	7	11	10	17	14	12	12	11	18	123	96.1
	Is Not	0	2	1	0	0	0	0	0	2	0	5	3.9
	Should Be	11	9	12	10	16	13	12	11	12	17	123	98.4
	Should Not	0	0	0	0	0	0	0	0	1	1	2	1.6

Bus--Business, Eng--English, Geo--Geography, Gui--Guidance, His--History, ML--Modern Languages, Ma--Mathematics, PE--Physical Education, Sci--Science, Tec--Technical

Table 2 (continued

TASKS		Frequency of Responses by Departments Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	Total	%
5. Keep Records of Supplies	Is	8	8	8	8	13	10	11	12	13	12	103	79.2
	Is Not	3	1	4	2	5	4	1	0	1	6	27	20.8
	Should Be	8	8	8	8	14	10	9	11	11	13	100	78.1
	Should Not	3	1	4	2	4	3	3	0	3	5	28	21.9
6. Keep records of equipment	Is	11	8	9	9	11	12	11	12	14	12	109	83.8
	Is Not	0	1	3	1	7	2	1	0	0	6	21	16.2
	Should Be	10	8	8	9	13	11	11	11	12	14	107	84.3
	Should Not	1	1	4	1	5	2	1	0	2	3	20	15.7
7. Maintain department inventory	Is	11	8	11	9	15	11	10	11	12	18	116	89.2
	Is Not	0	1	1	1	3	3	2	1	2	0	14	10.8
	Should Be	9	8	12	9	17	11	10	10	10	18	114	89.1
	Should Not	2	1	0	1	1	2	2	1	4	0	14	10.9
8. Allocate supply money	Is	7	7	11	8	15	11	10	12	13	15	109	84.5
	Is Not	3	2	1	2	3	3	2	0	1	3	20	15.5
	Should Be	10	9	12	10	17	13	12	11	13	17	124	96.9
	Should Not	0	0	0	0	1	1	0	0	1	1	4	3.1

the following clerical duties commonly assigned to department heads: checking requisitions before they are sent to the office; keeping records of supplies and equipment purchased; and maintaining an up-to-date department inventory.

Over 78 percent of the heads in each instance agreed that these were, and should be, tasks of department heads.

Task 8: to allocate money for supplies within his department.

There was general agreement that this was, and should be, a task of department heads as 85 percent of the heads observed that this was a task of department heads and 97 percent agreed that it should be.

Summary. Department heads generally perceived that the tasks listed under the heading of Finance were, and should be, tasks of department heads. There were some notable exceptions. Approximately 78 percent of the respondents reported that it was not a task of department heads to assist the principal to prepare the budget estimate for the school. Only 54 percent felt that it should not be a task of department heads.

Some differences in perceptions between disciplines was evident. The task of deciding what items are to be deleted if a reduction in his

department's budget is necessary was perceived to be a task of department heads by 73 percent of the department heads, however, 5 of 9 English heads and 6 of 10 guidance heads maintained that this was not a task of department heads. Almost all of the geography heads and 6 of 11 physical education heads agreed that it should be a task of department heads to assist the principal in the preparation of the total school budget. However, 54 percent of all the respondents maintained that this should not be a task of department heads. History department heads were evenly divided on the question.

Time Tabling

Task 9: to determine the most suitable allocation of classes and subjects to teachers within his department.

Approximately 89 percent of the heads indicated this was a task of department heads and approximately 98 percent observed that it should be.

Task 10: to make decisions regarding the number of students assigned to each teacher.

Seventy-five percent of the heads signified this was not a task of department heads. However, 6 of 9 guidance respondents indicated it was a task of department heads. Technical department heads were evenly divided on the question. More than three-quarters of the heads signified this should be a task

Table 3

Department Heads' Responses to Time Tabling Tasks

TASKS		Frequency of Responses by Departments Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	Total	%
9. Allocate classes within the department	Is	9	8	10	7	15	11	12	10	13	17	112	88.9
	Is Not	2	1	2	2	2	2	0	1	1	1	14	11.1
	Should Be	11	9	12	8	15	13	12	10	14	18	122	97.6
	Should Not	0	0	0	1	2	0	0	0	0	0	3	2.4
10. Determine the number of students assigned a teacher	Is	2	1	3	6	2	1	5	2	1	9	32	25.0
	Is Not	9	8	8	3	16	13	7	10	13	9	96	75.0
	Should Be	11	7	8	8	10	11	10	5	11	16	97	77.0
	Should Not	0	2	3	1	8	2	2	6	3	2	29	23.0
11. Determine the number of classes assigned a teacher	Is	4	3	3	5	4	4	4	4	3	10	44	35.2
	Is Not	7	5	7	4	13	10	8	8	11	8	81	64.8
	Should Be	10	7	8	7	10	8	8	5	11	12	86	70.5
	Should Not	0	1	3	2	7	5	4	5	3	6	36	29.5
12. Consult teachers as to time table preferences	Is	10	9	11	8	18	14	11	11	14	17	123	95.3
	Is Not	1	0	1	1	0	0	1	1	0	1	6	4.7
	Should Be	11	9	12	9	18	13	11	11	14	18	126	99.2
	Should Not	0	0	0	0	0	1	0	0	0	0	1	0.8

Bus--Business, Eng--English, Geo--Geography, Gui--Guidance, His--History, ML--Modern Languages, Ma--Mathematics, PE--Physical Education, Sci--Science, Tec--Technical

of department heads.

Task 11: to make decisions regarding the number of classes to be assigned to each teacher.

Almost 65 percent of the heads observed that this was not a task of department heads. However, 10 of 18 technical heads and 5 of 9 guidance heads were of the opinion that it was a task of department heads. Approximately 70 percent of the heads agreed that it should be a task of department heads.

Task 12: to ascertain the teaching preferences of teachers before making time table decisions.

Over 90 percent of the heads indicated this was, and should be, a task of department heads.

Summary. Department heads indicated that the tasks listed under the heading of Time Tabling should be tasks performed by department heads. However, heads generally agreed that it was not a task of department heads to determine the number of students or classes assigned to each teacher.

Guidance heads, as a group, disagreed with the majority opinion as 67 percent of them observed that it was a task of department heads to determine the number of students assigned to each teacher. Also, 56 percent of the guidance heads stated that it was a task of department heads to determine the number of classes assigned to each teacher, as did 56 percent of the technical heads.

Supervision and Administration

Task 13: to identify aims, objectives and policies for his department.

Only 3 respondents reported that this was not a task of department heads and only one respondent felt that it should not be.

Task 14: to evaluate the performance of teachers on a continuing basis.

About 75 percent of the respondents observed that this was a task of department heads. Over 88 percent of the heads felt this should be a task of department heads.

Task 15: to evaluate the performance of his department on a continuing basis.

More than 88 percent of the heads signified that this was a task of department heads and all but 4 respondents signified that it should be.

Task 16: to recommend teachers for promotion.

Almost 70 percent of the heads reported this was not a task of department heads, however, 74 percent of the heads felt it should be.

Task 17: to recommend teachers for tenure.

Approximately 57 percent of the replies signified that this was not a task of department heads. Guidance and technical heads were about evenly divided on the question. A larger number of the heads, 81 percent, indicated that this should be a task of

Table 4

Department Heads' Responses to Supervision and Administration Tasks

TASKS		Frequency of Responses by Departments Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	Total	%
13. Identify aims and objectives for his department	Is	11	8	12	10	17	14	11	12	14	18	127	97.7
	Is Not	0	1	0	0	1	0	1	0	0	0	3	2.3
	Should Be	11	9	12	10	18	13	11	11	14	18	127	99.2
	Should Not	0	0	0	0	0	0	1	0	0	0	1	0.8
14. Evaluate teachers	Is	7	7	11	9	13	12	8	10	7	13	97	74.6
	Is Not	4	2	1	1	5	2	4	2	7	5	33	25.4
	Should Be	10	7	12	9	14	13	9	11	12	16	113	88.3
	Should Not	1	2	0	1	4	0	3	0	2	2	15	11.7
15. Evaluate the performance of his department	Is	10	8	11	9	15	12	10	12	10	15	112	88.2
	Is Not	1	1	0	1	2	2	1	0	4	3	15	11.8
	Should Be	11	9	12	10	16	13	11	11	13	17	123	96.9
	Should Not	0	0	0	0	1	0	1	0	1	1	4	3.1
16. Recommend teachers for promotion	Is	1	3	3	4	3	3	5	5	4	8	39	30.5
	Is Not	10	6	9	6	15	10	7	7	10	9	89	69.5
	Should Be	10	5	9	7	11	10	7	10	9	15	93	74.4
	Should Not	1	4	2	2	7	3	5	2	4	2	32	25.6

Bus--Business, Eng--English, Geo--Geography. Gui--Guidance, His--History, ML--Modern Languages, Ma--Mathematics, PE--Physical Education, Sci--Science, Tec--Technical

Table 4 (continued)

TASKS		Frequency of Responses by Departments Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	Total	%
17. Recommend teachers for tenure	Is	5	3	5	5	6	6	4	5	6	9	54	42.9
	Is Not	6	6	7	4	11	7	7	7	8	9	72	57.1
	Should Be	11	5	8	6	11	12	9	10	11	17	100	80.6
	Should Not	0	4	3	3	6	1	2	2	2	1	24	19.4
18. Recommend teachers for transfer	Is	4	3	4	4	4	5	3	5	6	7	45	35.2
	Is Not	7	6	7	6	14	8	9	7	8	11	83	64.8
	Should Be	10	6	8	6	9	11	9	10	10	16	95	74.8
	Should Not	1	3	2	4	9	3	3	2	3	2	32	25.2
19. Recommend dismissal	Is	4	4	3	4	6	7	5	5	6	8	52	40.9
	Is Not	7	5	8	6	12	6	7	7	7	10	75	59.1
	Should Be	9	5	7	6	10	9	6	9	9	15	85	68.0
	Should Not	2	3	4	4	8	4	6	3	3	3	40	32.0
20. Interview candidates for his department	Is	2	3	3	5	8	11	6	6	6	10	60	47.2
	Is Not	9	6	9	5	10	2	5	5	8	8	67	52.8
	Should Be	11	8	12	10	18	13	10	12	14	17	125	97.7
	Should Not	0	1	0	0	0	0	1	0	0	1	3	2.3
21. Orient new teachers	Is	11	9	12	10	18	14	12	12	12	18	128	98.5
	Is Not	0	0	0	0	0	0	0	0	2	0	2	1.5
	Should Be	11	9	12	10	18	13	12	12	14	18	129	100.0
	Should Not	0	0	0	0	0	0	0	0	0	0	0	0.0

Table 4 (continued)

TASKS		Frequency of Responses by Departments Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	Total	%
22. Assist substitute teachers	Is	11	8	10	8	16	12	11	12	11	18	117	91.4
	Is Not	0	0	2	1	2	2	1	0	3	0	11	8.6
	Should Be	11	8	12	9	18	13	11	12	11	18	123	96.9
	Should Not	0	0	0	0	0	0	1	0	3	0	4	3.1
23. Be accessible to teachers	Is	11	9	12	10	18	14	12	12	14	18	130	100.0
	Is Not	0	0	0	0	0	0	0	0	0	0	0	0.0
	Should Be	11	9	12	10	18	13	12	11	14	18	128	99.2
	Should Not	0	0	0	0	0	0	0	1	0	0	1	0.8
24. Advise students	Is	7	4	8	9	11	6	6	8	9	15	83	64.8
	Is Not	4	5	4	1	7	6	6	4	5	3	45	35.2
	Should Be	9	6	11	9	13	8	6	8	12	16	98	77.2
	Should Not	2	3	1	1	5	3	6	4	2	2	29	22.8
25. Administer discipline within his department	Is	6	6	6	3	7	5	6	9	6	12	66	52.8
	Is Not	4	2	6	6	11	9	6	1	8	6	59	47.2
	Should Be	5	5	6	5	10	7	6	6	5	15	70	56.0
	Should Not	6	4	6	4	7	6	6	4	9	3	55	44.0
26. Keep a file of courses of study	Is	11	9	12	9	18	14	12	12	14	18	129	100.0
	Is Not	0	0	0	0	0	0	0	0	0	0	0	0.0
	Should Be	11	9	12	9	18	13	12	11	14	18	127	99.2
	Should Not	0	0	0	0	0	0	0	1	0	0	1	0.8

Table 4 (continued)

	TASKS		Frequency of Responses by Departments Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	Total	%
27.	Collect forms sent to his department	Is	10	6	9	8	13	9	9	10	11	13	98	77.8
		Is Not	1	2	2	2	5	5	3	2	3	3	28	22.2
		Should Be	8	6	7	8	13	10	9	7	8	14	90	70.3
		Should Not	3	3	5	2	5	4	3	5	6	2	38	29.7
28	Conduct regular department meetings	Is	11	9	12	10	18	14	12	11	14	18	129	99.2
		Is Not	0	0	0	0	0	0	0	1	0	0	1	0.8
		Should Be	11	9	12	10	18	13	12	11	14	18	128	99.2
		Should Not	0	0	0	0	0	0	0	1	0	0	1	0.8
29.	Share chairmanship of department meetings	Is	2	4	3	4	2	3	3	2	3	3	29	22.5
		Is Not	9	5	9	6	16	10	9	10	11	15	100	77.5
		Should Be	7	6	10	5	6	10	9	10	8	10	81	65.3
		Should Not	4	3	1	5	10	3	3	1	5	8	43	34.7
30.	Formulate and supervise testing procedures	Is	11	8	8	9	16	12	10	11	7	17	109	84.5
		Is Not	0	1	4	1	2	2	2	1	7	0	20	15.5
		Should Be	11	8	8	10	17	12	12	11	10	17	116	90.6
		Should Not	0	1	4	0	0	1	1	0	1	4	12	9.4

department heads.

Task 18: to recommend teachers for transfer.

About 65 percent of the respondents observed that this was not a task of department heads. A larger proportion of respondents, 75 percent, observed that this should be a task of department heads. History heads were evenly divided on the issue.

Task 19: to recommend teachers for dismissal.

More than half, 59 percent, of the replies indicated this was not a task of department heads. By a majority of one response, modern language heads indicated that this was a task of department heads. A larger number of heads, 68 percent, maintained that this should be a task of department heads.

Task 20: to interview candidates for positions in his department.

A small majority of 53 percent reported that this was not a task of department heads. Several groups did not concur as 11 of 13 modern languages heads, 6 of 11 mathematics heads, 6 of 11 physical education heads, and 10 of 18 technical heads responded that this was a task of department heads. Guidance heads were evenly divided. Only 3 respondents did not agree that this should be a task of department heads.

Task 21: to orient new teachers.

Nearly all respondents agreed that this was

a task of department heads, and all respondents agreed that it should be.

Task 22: to assist substitute teachers.

Over 90 percent of the heads agreed this was, and should be, a task of department heads.

Task 23: to be accessible to teachers seeking advice or offering suggestions.

Almost all respondents agreed that this was, and should be, a task of department heads.

Task 24: to advise students (e.g. subject selection, career planning, personal problems etc.).

More than half of the heads, 65 percent, agreed that this was a task of department heads. Modern languages and mathematics department heads were evenly divided on the issue. More than 77 percent of the respondents agreed that this should be a task of department heads.

Task 25: to be responsible for discipline problems occurring within his department.

A small majority of 53 percent reported that this was a task of department heads, and 56 percent of the heads indicated that it should be. Several subject groups disagreed, 6 of 9 guidance heads, 11 of 18 history heads, 9 of 14 modern languages heads and 8 of 14 science heads stated that this was not a task of department heads. Mathematics and geography heads were evenly divided on the question.

Six of 11 business heads and 5 of 14 science heads maintained this should not be a task of department heads. Mathematics and geography heads remained divided on the issue. Although 6 of 10 business heads signified this was a task of department heads, 6 of 11 business heads signified that it should not be.

Task 26: to keep on file a copy of each course of study being taught in his department.

All responses indicated this was a task of department heads and all but one respondent indicated it should be.

Task 27: to be responsible for the collection of forms and questionnaires sent to his department.

Approximately 78 percent of the respondents stated this was a task of department heads and 70 percent stated it should be.

Task 28: to conduct regular department meetings.

Only one respondent did not agree that this was, and should be, a task of department heads.

Task 29: to encourage teachers to chair department meetings.

Over 77 percent of the heads stated this was not a task of department heads. However, 65 percent felt it should be. Guidance heads were evenly divided on the issue while 10 of 16 history heads

felt it should not be a task of department heads.

Task 30: to formulate and supervise his department's testing program.

About 85 percent of the heads reported this was a task of department heads and 91 percent reported that it should be. Science heads were evenly divided on the question.

Summary. The following responses with respect to actual and preferred role, may be noted: (a) 70 percent of the heads reported it was not a head's task to recommend teachers for promotion while 74 percent indicated it should be; (b) 57 percent of the respondents observed it was not a head's task to recommend teachers for tenure, however, 81 percent felt it should be; (c) 65 percent of the heads signified it was not a head's task to recommend teachers for transfer, but 75 percent stated it should be; (d) 59 percent of the heads alleged it was not a task of department heads to recommend teachers for dismissal while 68 percent felt it should be; (e) 53 percent of the respondents reported that it was not a task of department heads to interview candidates for positions in their department and all but three respondents reported that it should be; (f) 78 percent of the heads signified it was not a task of department heads to encourage teachers to chair department meetings, but 65 percent of the replies

indicated that department heads felt this should be done.

Differences among subject groups were evident relative to the following tasks: (a) About 53 percent of all the heads reported it was not a task of department heads to interview candidates for their department; over half of the modern languages, mathematics, physical education and technical heads reported it was. (b) Over 59 percent of all the heads signified it was not a task of department heads to recommend dismissal; more than half of the modern languages heads signified it was. (c) About 65 percent of all the heads reported it was a task of department heads to advise students on course selection; over half of the English heads felt it was not. (d) Only 54 percent of all the heads observed that it was a task of department heads to deal with discipline problems occurring within their department; over half the guidance, history, modern languages and science heads observed that it was not. (e) Although 56 percent of all the heads felt the aforementioned task should be a task of department heads; over half of the business and science heads felt it should not be. (f) Over 65 percent of the respondents felt it should be a task of department heads to encourage teachers to chair department meetings; 63 percent of the history heads responded that it should not be.

Department Development

Task 31: to develop inservice training programs for his department.

Approximately 54 percent of all heads perceived this to be a task of department heads. Geography and mathematics heads were evenly divided on the question. Science heads, as a group, did not agree as 12 of 14 indicated this was not a task of department heads as did 10 of 18 technical heads. A majority of 84 percent reported that this should be a task of department heads.

Task 32: to encourage participation in subject "workshops."

Over 90 percent of the respondents agreed that this was, and should be, a task of department heads.

Task 33: to teach demonstration lessons.

A small majority of 51 percent of the heads, reported that this was a task of department heads. There was disagreement from several subject areas, as 6 of 11 business heads, 10 of 18 history heads, 9 of 14 science heads and 14 of 18 technical heads reported that this was not a task of department heads. Geography and mathematics heads were evenly divided on the issue. A larger majority of 80 percent of the heads, indicated that it should be a task of department heads to teach demonstration lessons.

Table 5

Department Heads' Responses to Department Development Tasks

TASKS		Frequency of Responses by Departments Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	Total	%
31. Develop inservice training for his department	Is	6	6	6	9	11	8	6	7	2	8	69	53.9
	Is Not	5	3	6	1	5	6	6	5	12	10	59	46.1
	Should Be	10	7	9	10	14	12	10	11	8	16	107	84.3
	Should Not	1	2	3	0	2	1	2	1	6	2	20	15.7
32. Encourage subject workshops	Is	11	9	11	10	16	14	12	12	10	16	121	93.1
	Is Not	0	0	1	0	2	0	0	0	4	2	9	6.9
	Should Be	11	9	12	10	17	13	12	12	14	17	127	98.4
	Should Not	0	0	0	0	1	0	0	0	0	1	2	1.6
33. Teach demonstration lessons	Is	5	6	6	8	8	8	6	10	5	4	66	51.2
	Is Not	6	3	6	1	10	6	6	2	9	14	63	48.8
	Should Be	10	6	10	9	15	11	8	12	10	10	101	79.5
	Should Not	1	3	2	0	3	1	4	0	4	8	26	20.5
34. Encourage teachers to evaluate themselves	Is	8	6	10	9	15	11	9	8	11	15	102	79.7
	Is Not	3	3	2	1	3	3	2	3	3	3	26	20.3
	Should Be	11	8	11	10	18	13	10	11	14	18	124	96.9
	Should Not	0	1	1	0	0	1	1	0	0	0	4	3.1

Bus--Business, Eng--English, Geo--Geography, Gui--Guidance, His--History, ML--Modern Languages, Ma--Mathematics, PE--Physical Education, Sci--Science, Tec--Technical

Table 5 (continued)

TASKS		Frequency of Responses by Departments Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	Total	%
35. Provide liaison between administration and department	Is	11	9	12	10	16	13	12	10	13	17	123	95.3
	Is Not	0	0	0	0	2	1	0	1	1	1	6	4.7
	Should Be	11	9	12	10	18	14	12	10	13	17	126	98.4
	Should Not	0	0	0	0	0	0	0	0	1	1	2	1.6
36. Select resource materials	Is	11	9	11	9	17	13	12	11	14	10	117	90.7
	Is Not	0	0	1	1	1	1	0	1	0	7	12	9.3
	Should Be	11	8	12	9	17	12	12	12	14	10	117	91.4
	Should Not	0	1	0	1	1	1	0	0	0	7	11	8.6
37. Keep abreast of curriculum innovation	Is	11	8	12	10	15	13	12	11	11	17	120	93.0
	Is Not	0	1	0	0	2	1	0	1	3	1	9	7.0
	Should Be	11	9	12	10	17	13	12	12	14	18	128	100.0
	Should Not	0	0	0	0	0	0	0	0	0	0	0	0.0
38. Keep staff advised of innovations	Is	11	8	11	8	15	13	10	12	10	10	108	84.4
	Is Not	0	1	1	2	2	1	2	0	4	7	20	15.6
	Should Be	10	9	11	9	17	13	11	11	13	10	114	89.8
	Should Not	1	0	1	1	0	0	1	1	1	7	13	10.2
39. Publicize effective work done in the classroom	Is	10	5	8	8	9	9	8	9	5	15	86	69.4
	Is Not	1	4	3	1	7	4	4	2	9	3	38	30.6
	Should Be	10	7	11	8	16	11	11	10	12	18	114	91.9
	Should Not	1	2	1	1	1	0	1	1	2	0	10	8.1

Table 5 (continued)

TASKS		Frequency of Responses by Departments Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	Total	%
40. Arrange teacher visits	Is	8	7	8	9	13	12	7	9	9	15	97	74.6
	Is Not	3	2	4	1	5	2	5	3	5	3	33	25.4
	Should Be	8	8	12	10	16	13	10	10	13	16	116	90.6
	Should Not	3	1	0	0	2	0	1	2	1	2	12	9.4
41. Provide liaison with the community	Is	8	4	5	9	7	8	4	7	5	15	72	55.4
	Is Not	3	5	7	1	11	6	8	5	9	3	58	44.6
	Should Be	9	8	12	10	11	11	9	10	12	17	109	84.5
	Should Not	2	1	0	0	7	3	3	2	2	0	20	15.5
42. Substitute teach	Is	4	4	8	4	5	9	4	8	4	5	55	43.3
	Is Not	7	5	4	4	12	5	8	4	10	13	72	56.7
	Should Be	5	4	5	4	3	10	3	6	3	3	46	35.9
	Should Not	6	5	7	5	14	4	9	6	11	15	82	64.1
43. Encourage subject research	Is	9	5	7	9	14	11	9	10	7	14	95	74.8
	Is Not	2	4	5	1	4	3	3	1	6	3	32	25.2
	Should Be	10	7	12	10	17	12	11	10	11	15	115	91.3
	Should Not	1	2	0	0	1	1	1	1	2	2	11	8.7
44. Instruct staff on audio-visual equipment	Is	7	2	8	5	6	12	4	6	9	1	60	46.9
	Is Not	4	6	4	5	12	2	8	6	5	16	68	53.1
	Should Be	5	2	6	6	6	10	4	5	9	2	55	42.6
	Should Not	6	7	6	4	12	4	8	7	5	15	74	57.4

Table 5 (continued)

	TASKS		Frequency of Responses by Departments Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	Total	%
45.	Experiment with audio-visual equipment	Is	8	4	8	8	15	12	8	5	8	7	83	66.4
		Is Not	3	4	3	2	3	1	4	6	6	10	42	33.6
		Should Be	10	4	9	9	15	11	8	8	11	10	95	75.4
		Should Not	1	5	2	1	3	2	4	3	3	7	31	24.6
46.	Assist in development of the school curriculum	Is	4	3	6	5	6	6	8	4	6	9	57	43.8
		Is Not	7	6	6	5	12	8	4	8	8	9	73	56.2
		Should Be	7	7	11	7	14	11	11	9	11	15	103	79.8
		Should Not	3	2	1	3	4	3	1	3	3	3	26	20.2
47.	Encourage evaluation of the department head	Is	1	4	3	4	4	7	1	2	2	4	32	25.0
		Is Not	10	5	9	6	14	7	11	9	12	13	96	75.0
		Should Be	8	6	12	8	14	11	7	8	10	9	93	73.8
		Should Not	2	3	0	2	4	2	5	3	4	8	33	26.2

Task 34: to encourage teachers to evaluate their own strengths and weaknesses.

Approximately 80 percent of all heads observed that this was a task of department heads and over 96 percent stated that it should be.

Task 35: to provide liaison between administration, other departments and his own.

A majority of over 95 percent of the heads reported this was, and should be, a task of department heads.

Task 36: to select resource material for use in his department.

Over 90 percent of the respondents observed that this was, and should be, a task of department heads.

Task 37: to keep abreast of current curriculum innovations and research done in his subject field.

Over 93 percent of the heads stated this was, and should be, a task of department heads.

Task 38: to advise his staff of innovations in their specialization.

Over 80 percent of the respondents perceived this was, and should be, a task of department heads.

Task 39: to publicize effective work done in the classroom.

Approximately 69 percent of all heads observed

this was a task of department heads. Science heads generally disagreed as 9 of 14 science heads reported this was not a task of department heads. Almost all heads felt this should be a task of department heads.

Task 40: to arrange teacher visitations both inside and outside the school

A majority of over 74 percent of the respondents reported this was a task of department heads and a large majority of 90 percent of the heads reported it should be.

Task 41: to act as liaison between his department and the community (e.g. feeder schools, industry, business, etc.).

Only 55 percent of those responding to this item indicated this was a task of department heads. Disagreement was indicated by one-half of the subject groups as 9 of 14 science heads, 8 of 12 mathematics heads, 11 of 18 history heads, 7 of 12 geography department heads, and 5 of 9 English heads all disagreed that this was a task of department heads. Almost 85 percent of the heads agreed this should be a task of department heads.

Task 42: to teach the classes of a teacher in his department who is attending a meeting, is on a field trip etc., if necessary.

More than half of the respondents, 57 percent,

stated this was not a task of department heads. However, 8 of 12 geography heads, 9 of 14 modern languages heads and 8 of 12 physical education heads claimed that this was a task of department heads. Guidance heads were evenly divided on the issue. A larger majority of 64 percent of the respondents claimed that this should not be a task of department heads. One subject group, modern languages, maintained that this should be a task of department heads. Physical education heads were evenly divided on this issue.

Task 43: to encourage subject research.

Almost 75 percent of the replies indicated this was, and a larger majority of over 90 percent indicated that this should be a task of department heads.

Task 44: to instruct department staff in the use of audio-visual equipment.

Some differences of opinion between subject disciplines was evident as 4 subject groups reported this was a task of department heads and 4 subject groups indicated this was not a task of department heads. Two groups were evenly divided on the question. More than half, 53 percent, of the respondents maintained this was not a task of department heads, while 7 of 11 business heads, 8 of 12 geography heads, 12 of 14 modern languages heads, and 9 of 14 science heads maintained it was. Guidance and physical

education heads were evenly divided on the issue.

A slightly higher percentage, 57 percent, of all heads stated that this should not be a task of department heads. Three subject groups disagreed as 6 of 10 guidance heads, 10 of 14 modern languages heads, and 9 of 14 science heads stated that this should be a task of department heads. Geography heads were evenly divided on the issue.

Task 45: to experiment with audio-visual equipment to make it suit department needs.

Approximately 66 percent of those responding to this item perceived this to be a task of department heads, however, 6 of 11 physical education heads and 10 of 17 technical heads did not agree. English department heads were evenly divided in their responses. A majority of 75 percent of the heads perceived that this should be a task of department heads. Most English heads disagreed as 5 of 9 claimed this should not be a task of department heads.

Task 46: to assist in the development of curriculum for the total school program.

About 56 percent of those responding indicated that this was not a task of department heads. Mathematics heads disagreed as 8 of 12 indicated this was a task of department heads, and technical heads were equally divided on the issue. Almost 80 percent

of the respondents maintained this should be a task of department heads.

Task 47: to encourage teachers to evaluate the role being filled by the department head.

Seventy-five percent of the respondents stated this was not a task of department heads, however, 74 percent of the respondents stated this should be. Modern languages heads were evenly divided as to whether this was a task of department heads.

Summary. Department heads generally agreed that the tasks listed under the heading of Department Development were, and should be, tasks of department heads. However, there were 4 areas in which a majority of department heads indicated these tasks did not represent tasks performed by department heads at the present time. Approximately 57 percent of the respondents reported that it was not a task of department heads to teach the classes of a teacher who is attending a meeting or on a field trip and 64 percent of the heads perceived that this should not be a task of department heads. Over half, 53 percent, of the respondents reported that it was not a task of department heads to instruct their staff in the use of audio-visual equipment and 57 percent of the respondents indicated that it should not be. The task of assisting in the development of curriculum for the total school program was not perceived to be a task

of department heads by 56 percent of the respondents. However, over 80 percent of those responding signified that it should be. Although 75 percent of the replies indicated that it was not a task of department heads to encourage teachers to evaluate the role being filled by the department head, 74 percent of the replies indicated that it should be.

Several areas of disagreement between department heads in the various subject disciplines appear noteworthy. Disagreement is indicated relative to the item which states that it is a task of department heads to provide liaison with the community, as 5 of 9 English heads, 7 of 12 geography heads, 11 of 18 history heads, 8 of 12 mathematics heads, and 9 of 14 science heads all disagreed with 55 percent of the respondents who maintained that this was a task of department heads.

Disagreement was noted with respect to the item which states it to be a task of a department head to teach the classes of a teacher who is attending a meeting or is on a field trip. Over half, 57 percent, of the respondents, noted that this was not a task of department heads, however, 8 of 12 geography heads, 9 of 14 modern languages heads and 8 of 12 physical education heads reported it was. Only modern languages heads, as a group, disgreed with 64 percent of the respondents who indicated

that this should not be a task of department heads. Of the 14 modern languages heads reporting, 10 felt that this should be a task of department heads.

The task of instructing department staff on audio-visual equipment was the source of disagreement between some subject groups. Slightly more than half of the responses indicated that this was not a task of department heads. Of 11 business heads replying, 7 claimed that it was a task of department heads, as did 8 of 12 geography heads, 12 of 14 modern languages heads and 9 of 14 science heads. Some subject groups disagreed with the 57 percent of the respondents who signified that this should not be a task of department heads, as 6 of 10 guidance heads, 10 of 14 modern languages heads and 9 of 14 science heads felt that it should be.

Although 66 percent of the respondents signified it was a task of department heads to experiment with audio-visual equipment to make it suit department uses, 6 of 11 physical education heads and 10 of 17 technical heads did not agree. English heads did not agree with the 75 percent majority that signified this should be a task of department heads as 5 out of 9 thought it should not be.

One subject group perceived that it was a task of department heads to assist in the development of

curriculum for the total school program. Of 12 mathematics heads responding, 8 perceived this was a task of heads while 56 percent of the heads stated it was not. Geography, guidance and technical heads were evenly divided on the question.

Table 6 presents a summary of differences in perceptions between departments and the majority of responses relative to the tasks of department heads.

SUMMARY

This chapter examined department heads' perceptions of the tasks described in section A of the questionnaire. It would appear that department heads perceived only a few differences between the actual and preferred role of the department head.

The tasks under the heading of Finance were perceived to be tasks of department heads with one exception. Task 3 stated that it was a task of department heads to assist in the preparation of the total budget estimate for the school. Over three-quarters of the heads responded that this was not a responsibility of department heads and more than half of the respondents felt that it should not be.

Two of the four tasks listed under the heading of Time Tabling were perceived to be, and should be, tasks of department heads. The other two tasks under

Table 6

Differences in Perceptions Between Departments and the Majority of Responses Relative to Tasks of Department Heads

Task No.	DEPARTMENT Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec
2		IN		IN						
3			S					S		
10				I						
11				I						I
17				I						
19						I				
20						I	I	I		I
24		IN								
25	SN			IN	IN	IN			IN/SN	
29					SN					
31									IN	IN
33	IN				IN				IN	IN
39									IN	
41		IN	IN		IN		IN		IN	
42			I			I/S		I		
44	I		I	S		I/S			I/S	
45		SN						IN		IN
46							I			

Bus--Business, Eng--English, Geo--Geography, Gui--Guidance, His--History, ML--Modern Languages, Ma--Mathematics, PE--Physical Education, Sci--Science, Tec--Technical

I = Is IN = Is Not
S = Should SN = Should Not

Example--IN in Eng indicates English department heads perceive that Task 2 Is Not a task of department heads in opposition to the majority opinion of all heads.

this heading were concerned with decision-making relative to the number of students and the number of classes assigned to each teacher. Three-quarters of the heads perceived that it was not, but should be, a task of department heads to determine the number of students assigned to each teacher. Similarly, department heads perceived that it was not, but should be, the responsibility of the head to determine the number of classes assigned to each teacher.

Tasks listed under the heading of Supervision and Administration pointed out several differences between the actual and preferred role of the department head. A majority of all the department heads perceived that the following were not, but should be, tasks of department heads: (a) to recommend teachers for tenure; (b) to recommend teachers for transfer; (c) to recommend teachers for dismissal; (d) to interview candidates for positions in their departments; (e) to encourage teachers to chair department meetings.

There were several tasks listed under the heading of Department Development that were considered not to be tasks of department heads. Respondents observed that it was not, and should not be, a task of department heads to teach classes of a teacher who is attending a meeting or is on a field trip, or to instruct department staff in the

use of audio-visual equipment. Also, heads felt it was not, but should be, a task of department heads to assist in the development of curriculum for the total school program, and to encourage teachers to evaluate the role being filled by the department head.

There were several tasks which evidenced a difference between the perceptions of a majority of all the department heads and the majority of heads within a department.

Two tasks listed under the heading of Finance evidenced disagreement among subject groups. In contrast to the perceptions of a majority of all the heads, English and guidance heads felt it was not a task of department heads to decide what items are to be deleted if a reduction in the department's budget is necessary. Geography and physical education heads felt it should be a task of department heads to assist in the preparation of the total school budget estimate.

The following tasks described under the heading of Time Tabling evidenced disagreement in two areas. Guidance heads claimed it was a task of department heads to determine the number of students assigned to each teacher. A majority of all the heads disagreed. Technical and guidance heads held the view that it was a task of department heads to determine the number of classes assigned to each

teacher. The obverse view was held by a majority of all the heads.

The following Supervision and Administration tasks elicited some disagreement between subject groups and the perceptions of the majority. The following were the areas of disagreement: (a) Guidance heads indicated it was a task of department heads to recommend teachers for tenure; (b) Modern languages heads signified it was a task of department heads to recommend teachers for dismissal; (c) Technical, physical education, mathematics and modern languages heads perceived that it was a task of department heads to interview candidates for his department; (d) English heads reported it was not a task of department heads to advise students; (e) Guidance, history, modern languages and science heads signified it was not a task of department heads to be responsible for discipline problems occurring in his department; (f) Science and business heads felt the aforementioned task should not be a task of department heads; (g) History heads reported that it should not be a task of department heads to encourage teachers to chair department meetings. In each of the above instances the majority of all the department heads held the obverse opinion.

Tasks associated with Department Development showed that a majority of heads in the following

groups held a view opposite to that of a majority of all the heads: (a) Technical and science heads were of the opinion that it was not a task of department heads to develop inservice training for their department; (b) Business, history, science and technical heads perceived that it was not a task of department heads to teach demonstration lessons; (c) Science heads observed that it was not a task of department heads to publicize effective work done in the classroom; (d) English, history, geography, mathematics and science heads reported it was not a task of department heads to provide liaison with the community; (e) Geography, modern languages and physical education heads felt it was a task of department heads to teach the classes of a teacher who is attending a meeting or is on a field trip; (f) Modern languages heads signified that the aforementioned task should be a task of department heads; (g) Business, geography, modern languages and science heads perceived that it was the responsibility of department heads to instruct their staffs in the use of audio-visual equipment, also, guidance, modern languages and science heads indicated this should be a task of department heads; (h) Physical education and technical heads perceived that it was not a duty of department heads to experiment with audio-visual equipment; (i) English department

heads stated that the aforementioned task should not be a task of department heads; (j) Mathematics heads claimed it was a task of department heads to assist in the development of the school curriculum.

A comparison of the percentages between the actual and preferred tasks of department heads, as specified under the headings of Finance, Time Tabling, Supervision and Administration, and Department Development, indicated some differences between the actual and preferred role of the department head. The small differences in the percentages relative to Finance tasks would suggest there was little difference between the actual and preferred roles. There was a greater difference in percentages in the other three areas which would suggest more disagreement between the actual and preferred role of the department head.

Chapter 5

THE ROLE OF THE DEPARTMENT HEAD AS PERCEIVED BY PRINCIPALS

In this chapter, the actual and preferred role of the department head, as perceived by principals, is analyzed. A construct of the actual and preferred role of the department head is developed by examining principals' perceptions of the tasks of department heads as specified in section A of the questionnaire. Also, a comparison of department heads' and principals' perceptions of the tasks of department heads is presented.

A composite summary of principals' and department heads' responses to the tasks in section A of the questionnaire are presented in Tables 7, 8, 9, and 10.

Finance

Tasks 1 and 2: These items stated it was a task of department heads to prepare a budget estimate and to decide which items were to be deleted if a reduction in the budget was necessary.

Principals were in full agreement that these were, and should be, tasks of department heads.

Task 3: to assist the principal in the

Table 7

Principals' and Department Heads' Responses to Finance Tasks

TASKS		Principals N	Principals %	Dept. Heads N	Dept. Heads %
1. Prepare an estimate	Is	14	100	121	93.8
	Is Not	0	00.0	8	6.2
	Should	13	100	126	99.2
	Should Not	0	00.0	1	0.8
2. Adjust department budget	Is	14	100	94	73.4
	Is Not	0	00.0	34	26.6
	Should	13	100	126	99.2
	Should Not	0	00.0	1	0.8
3. Assist in preparation of school budget	Is	7	50.0	28	21.7
	Is Not	7	50.0	101	78.3
	Should	7	50.0	59	46.1
	Should Not	7	50.0	69	53.9
4. Check requisitions	Is	13	92.9	123	96.1
	Is Not	1	7.1	5	3.9
	Should	13	92.9	123	98.4
	Should Not	1	7.1	2	1.6
5. Keep records of supplies purchased	Is	11	78.6	103	79.2
	Is Not	3	21.4	27	20.8
	Should	12	85.7	100	78.1
	Should Not	2	14.3	28	21.9
6. Keep records of equipment purchased	Is	13	92.9	109	83.8
	Is Not	1	7.1	21	16.2
	Should	13	92.9	107	84.3
	Should Not	1	7.1	20	15.7
7. Maintain department inventory	Is	14	100	116	89.2
	Is Not	0	00.0	14	10.8
	Should	14	100	114	89.1
	Should Not	0	00.0	14	10.9
8. Allocate supply money	Is	14	100	109	84.5
	Is Not	0	00.0	20	15.5
	Should	14	100	124	96.9
	Should Not	0	00.0	4	3.1

preparation of the total school budget.

Principals were equally divided in their responses as to whether this was, or should be, a task of department heads.

Tasks 4, 5, 6, 7, and 8: These tasks were concerned with clerical duties commonly assigned to department heads. It was stated that it was a task of department heads to: check requisitions before they are sent to the principal, keep records of equipment and supplies purchased, maintain an up-to-date department inventory, and allocate supply money within his department.

Over 78 percent of the respondents perceived that these were, and should be, tasks of department heads. There was 100 percent agreement among principals relative to the latter two items.

Summary. It may be stated that principals generally agreed that the tasks listed under the heading of Finance were, and should be, tasks of department heads. The one exception was relative to task 3 which specified that it was a task of department heads to assist in the preparation of the total budget estimate for the school. On this issue principals were evenly divided.

Time Tabling

Task 9: to determine the most suitable allocation of classes and subjects to teachers

Table 8

Principals' and Department Heads' Responses to Time Tabling Tasks

TASKS		Principals N	Principals %	Dept. Heads N	Dept. Heads %
9. Allocate classes within the department	Is	14	100	112	88.9
	Is Not	0	00.0	14	11.1
	Should	13	100	122	97.6
	Should Not	0	00.0	3	2.4
10. Determine number of students assigned a teacher	Is	2	14.3	32	25.0
	Is Not	12	85.7	96	75.0
	Should	2	14.3	97	77.0
	Should Not	12	85.7	29	23.0
11. Determine number of classes assigned a teacher	Is	3	21.4	44	35.2
	Is Not	11	78.6	81	64.8
	Should	3	21.4	86	70.5
	Should Not	11	78.6	36	29.5
12. Consult teachers as to time table preferences	Is	14	100	123	95.3
	Is Not	0	00.0	6	4.7
	Should	14	100	126	99.2
	Should Not	0	00.0	1	0.8

within his department.

Respondents were in complete agreement that this was, and should be, a task of department heads.

Task 10: to make decisions regarding the number of students to be assigned to each teacher.

Approximately 86 percent of the principals who responded reported that this was not, and should not be, a task of department heads.

Task 11: to make decisions regarding the number of classes to be assigned to each teacher.

Almost 79 percent of the principals felt that this was not, and should not be, a task of department heads.

Task 12: to ascertain the teaching preferences of teachers before making time table decisions.

All the respondents noted this was, and should be, a task of department heads.

Summary. Principals expect the department head to allocate classes within his department and consult teachers before making time table decisions. Principals perceived that it was not the responsibility of the department head to determine the number of students assigned to each teacher or determine the number of classes assigned to each teacher.

Supervision and Administration

Task 13: to identify aims, objectives and

Table 9

Principals' and Department Heads' Responses to Supervision and Administration Tasks

Tasks		Principals N	Principals %	Dept. Heads N	Dept. Heads %
13. Identify aims and objectives for his department	Is	14	100	127	97.7
	Is Not	0	00.0	3	2.3
	Should	14	100	127	99.2
	Should Not	0	00.0	1	0.8
14. Evaluate teachers	Is	11	78.6	97	74.6
	Is Not	3	21.4	33	25.4
	Should	13	92.9	113	88.3
	Should Not	1	7.1	15	11.7
15. Evaluate performance for his department	Is	11	78.6	112	88.2
	Is Not	3	21.4	15	11.8
	Should	13	92.9	123	96.9
	Should Not	1	7.1	4	3.1
16. Recommend teachers for promotion	Is	8	61.5	39	30.5
	Is Not	5	38.5	89	69.5
	Should	9	75.0	93	74.4
	Should Not	3	25.0	32	25.6
17. Recommend teachers for tenure	Is	11	78.6	54	42.9
	Is Not	3	21.4	72	57.1
	Should	12	85.7	100	80.6
	Should Not	2	14.3	24	19.4
18. Recommend teachers for transfer	Is	7	50.0	45	35.2
	Is Not	7	50.0	83	64.8
	Should	9	64.3	95	74.8
	Should Not	5	35.7	32	25.2
19. Recommend dismissal	Is	6	46.2	52	40.9
	Is Not	7	53.8	75	59.1
	Should	10	76.9	85	68.0
	Should Not	3	23.1	40	32.0
20. Interview candidates for his department	Is	11	84.6	60	47.2
	Is Not	2	15.4	67	52.8
	Should	13	100	125	97.7
	Should Not	0	00.0	3	2.3
21. Orient new teachers	Is	14	100	128	97.7
	Is Not	0	00.0	2	2.3
	Should	14	100	129	100
	Should Not	0	00.0	0	00.0

Table 9 (continued)

Tasks		Principals N	Principals %	Dept. Heads N	Dept. Heads %
22. Assist substitute teachers	Is	10	71.4	117	91.4
	Is Not	4	28.6	11	8.6
	Should	12	85.7	123	96.9
	Should Not	2	14.3	4	3.1
23. Be accessible to teachers	Is	14	100	130	100
	Is Not	0	00.0	0	00.0
	Should	14	100	128	99.2
	Should Not	0	00.0	1	0.8
24. Advise students	Is	8	61.5	83	64.8
	Is Not	5	38.5	45	35.2
	Should	10	76.9	98	77.2
	Should Not	3	23.1	29	22.8
25. Administer discipline within his department	Is	4	30.8	66	52.8
	Is Not	9	69.2	59	47.2
	Should	5	38.5	70	56.0
	Should Not	8	61.5	55	44.0
26. Maintain on file copies of courses of study	Is	14	100	129	100
	Is Not	0	00.0	0	00.0
	Should	14	100	127	99.2
	Should Not	0	00.0	1	0.8
27. Collect forms sent to his department	Is	10	71.4	98	77.8
	Is Not	4	28.6	28	22.2
	Should	11	78.6	90	70.3
	Should Not	3	21.4	38	29.7
28. Conduct regular department meetings	Is	14	100	129	99.2
	Is Not	0	00.0	1	0.8
	Should	14	100	128	99.2
	Should Not	0	00.0	1	0.8
29. Share chairmanship of department meetings	Is	5	38.5	29	22.5
	Is Not	8	61.5	100	77.5
	Should	8	61.5	81	65.3
	Should Not	5	38.5	43	34.7
30. Formulate and supervise testing procedures	Is	13	92.9	109	84.5
	Is Not	1	7.1	20	15.5
	Should	13	92.9	116	90.6
	Should Not	1	7.1	12	9.4

policies for his department.

All respondents indicated this was, and should be, a task of department heads.

Tasks 14 and 15: These items specified that: it is a task of department heads to evaluate teachers, and his department, on a continuing basis.

Approximately 79 percent of the respondents reported this was a task of department heads and 93 percent reported it should be.

Task 16: to recommend teachers for promotion.

A majority of 62 percent of the principals observed that this was a task of department heads and three-quarters of the principals observed that it should be.

Task 17: to recommend teachers for tenure.

Approximately 79 percent of the respondents maintained this was a task of department heads and approximately 86 percent of the respondents maintained that it should be.

Task 18: to recommend teachers for transfer.

Principals were evenly divided in their responses as to whether this was, or was not, a task of department heads, however, 64 percent responded that it should be.

Task 19: to recommend teachers for dismissal.

A small majority of 54 percent of the

respondents perceived this was not a task of department heads. However, 77 percent of the respondents perceived that it should be.

Task 20: to interview candidates for a position within his department.

A large majority of 85 percent of the principals who responded observed that this was a task of department heads and all observed that this should be a task of department heads.

Task 21: to orient new teachers.

All the respondents agreed this was, and should be, a task of department heads.

Task 22: to assist substitute teachers.

Over 71 percent of the responses indicated that this was a task of department heads and 86 percent indicated it should be.

Task 23: to be accessible to teachers seeking advice or offering suggestions.

All respondents agreed this was, and should be, a task of department heads.

Task 24: to advise students (e.g. on subject selection, career planning, personal problems etc.).

Approximately 62 percent of the principals felt this was a task of department heads and 77 percent felt it should be.

Task 25: to be responsible for discipline

problems occurring within his department.

About 69 percent of the respondents observed this was not a task of department heads and 62 percent observed that it should not be.

Task 26: to keep on file a copy of each course of study being taught in his department.

All respondents indicated this was, and should be, a task of department heads.

Task 27: to be responsible for the collection of forms and questionnaires sent to his department.

Over 70 percent of the principals reported that this was, and should be, a task of department heads.

Task 28: to conduct regular department meetings.

All the responses from principals stated this was, and should be, a task of department heads.

Task 29: to encourage teachers to chair department meetings.

Almost 62 percent of the principals perceived that this was not a task of department heads and 62 percent of the respondents felt it should be.

Task 30: to formulate and supervise his department's testing procedures.

All but one respondent reported that this was, and should be, a task of department heads.

Principals generally agreed that the tasks

described under the heading of Supervision and Administration were, and should be, tasks of department heads. The exceptions were tasks 18, 19 and 29. Principals were evenly divided on the question of whether it was a task of department heads to recommend teachers for transfer, however, 64 percent of them indicated it should be. A small majority of 54 percent of the principals responded that it was not a task of department heads to recommend teachers for dismissal, however, 77 percent of the principals responded that it should be. Approximately 62 percent of the principals stated it was not a task of department heads to encourage teachers to chair department meetings and the same number stated it should be.

Department Development

Task 31: to develop inservice training programs for his department.

Most principals, 79 percent, perceived this was a task of department heads. All respondents perceived that it should be a task of department heads.

Task 32: to encourage participation in subject "workshops."

All respondents perceived this was, and should be, a task of department heads.

Task 33: to teach demonstration lessons.

Approximately 71 percent of the respondents

Table 10

Principals' and Department Heads' Responses to Department Development Tasks

Tasks		Principals N	Principals %	Dept. Heads N	Dept. Heads %
31. Develop inservice training for his department	Is	11	78.6	69	53.9
	Is Not	3	21.4	59	46.1
	Should	14	100	107	84.3
	Should Not	0	00.0	20	15.7
32. Encourage subject workshops	Is	14	100	121	93.1
	Is Not	0	00.0	9	6.9
	Should	14	100	127	98.4
	Should Not	0	00.0	2	1.6
33. Teach demonstration lessons	Is	10	71.4	66	51.2
	Is Not	4	28.6	63	48.8
	Should	13	92.9	101	79.5
	Should Not	1	7.1	26	20.5
34. Encourage teachers to evaluate themselves	Is	12	92.3	102	79.7
	Is Not	1	7.7	26	20.3
	Should	13	100	124	96.9
	Should Not	0	00.0	4	3.1
35. Provide liaison between administration and department	Is	13	92.9	123	95.3
	Is Not	1	7.1	6	4.7
	Should	14	100	126	98.4
	Should Not	0	00.0	2	1.6
36. Select resource materials	Is	14	100	117	90.7
	Is Not	0	00.0	12	9.3
	Should	14	100	117	91.4
	Should Not	0	00.0	11	8.6
37. Keep abreast of curriculum innovation	Is	14	100	120	93.0
	Is Not	0	00.0	9	7.0
	Should	14	100	128	100
	Should Not	0	00.0	0	00.0
38. Keep staff advised of innovations	Is	11	84.6	108	84.4
	Is Not	2	15.4	20	15.6
	Should	12	92.3	114	89.8
	Should Not	1	7.7	13	10.2
39. Publicize effective work done in the classroom	Is	10	71.4	86	69.4
	Is Not	4	28.6	38	30.6
	Should	13	92.9	114	91.9
	Should Not	1	7.1	10	8.1

Table 10 (continued)

Tasks		Principals N	Principals %	Dept. Heads N	Dept. Heads %
40. Arrange teacher visits	Is	10	71.4	97	74.6
	Is Not	4	28.6	33	25.4
	Should	12	85.7	116	90.6
	Should Not	2	14.3	12	9.4
41. Provide liaison with the community	Is	11	78.6	72	55.4
	Is Not	3	21.4	58	44.6
	Should	13	92.9	109	84.5
	Should Not	1	7.1	20	15.5
42. Substitute teach	Is	7	53.8	55	43.2
	Is Not	6	46.2	72	56.7
	Should	8	57.1	46	35.9
	Should Not	6	42.9	82	64.1
43. Encourage subject research	Is	10	83.3	95	74.8
	Is Not	2	16.7	32	25.2
	Should	12	100	115	91.3
	Should Not	0	00.0	11	8.7
44. Instruct staff on audio-visual equipment	Is	2	14.3	60	46.9
	Is Not	12	85.7	68	53.1
	Should	2	14.3	55	42.6
	Should Not	12	85.7	74	57.4
45. Experiment with audio-visual equipment	Is	9	69.2	83	66.4
	Is Not	4	30.8	42	33.6
	Should	9	69.2	95	75.4
	Should Not	4	30.8	31	24.6
46. Assist in develop-ment of the school curriculum	Is	9	64.3	57	43.8
	Is Not	5	35.7	73	56.2
	Should	11	78.6	103	79.8
	Should Not	3	21.4	26	20.2
47. Encourage evaluation of the de-partment head	Is	4	30.8	32	25.0
	Is Not	9	69.2	96	75.0
	Should	11	84.6	93	73.8
	Should Not	2	15.4	33	26.2

observed this was a task of department heads and only one respondent did not think it should be.

Task 34: to encourage teachers to evaluate themselves.

Only one principal did not see this as a responsibility of department heads. All replied that this should be a task of department heads.

Task 35: to provide liaison between administration, other departments and his own.

Only one principal did not feel that this was a task of department heads, however, all felt that it should be.

Tasks 36 and 37: These items stated that it was a task of department heads to select resource materials for his department and to keep abreast of curriculum innovations.

All principals indicated these were, and should be, tasks of department heads.

Task 38: to advise his staff of innovations and research done in their specialization.

Only 2 respondents did not agree that this was a task of department heads and only one did not agree that it should be.

Task 39: to publicize effective work done in the classroom.

About 71 percent of the respondents reported this to be a task of department heads and 93 percent

indicated that it should be.

Task 40: to arrange teacher visitation both inside and outside the school.

A majority of 71 percent of the principals reported this to be a task of department heads and 86 percent of the respondents felt that it should be.

Task 41: to act as liaison between his department and the community.

Over three-quarters of the respondents maintained that this was a task of department heads and only one principal did not agree that it should be.

Task 42: to teach the classes of a teacher in his department who is attending a meeting or is on a field trip.

More than half, 7 of 13 principals, observed this to be a task of department heads and 8 of 14 observed that it should be.

Task 43: to encourage subject research.

Approximately 83 percent of the principals reported that this was a task of department heads and all claimed it should be.

Task 44: to instruct department staff in the use of audio-visual equipment.

Almost 86 percent of the principals noted that this was not a task of department heads and the same proportion indicated that it should not be.

Task 45: to experiment with audio-visual equipment to make it suit department needs.

A majority of 69 percent of the respondents reported that this was, and should be, a task of department heads.

Task 46: to assist in the development of curriculum for the total school program.

Approximately 64 percent of the principals responded that this was a task of department heads, while 79 percent felt it should be.

Task 47: to encourage teachers to evaluate the role being filled by the department head.

About 69 percent of the principals stated that this was not a task of department heads, however, 85 percent perceived that it should be.

Summary. Principals generally perceived that the tasks described under the heading of Department Development were, and should be, tasks of department heads. There were two exceptions. A majority of 85 percent of the principals signified that it was not, and should not be, a task of department heads to instruct his staff in the use of audio-visual equipment. Also, 69 percent of the principals perceived it not to be a task of department heads to encourage evaluation of the role being filled by the department head. However, 85 percent of the respondents perceived that it should be a task

of department heads. A small majority of principals, 7 out of 13, responded that it was a task of department heads to teach the classes of a teacher in his department who is attending a meeting or is on a field trip. Responses from 8 of 14 principals signified that more than half of the principals thought this to be a task of department heads.

A COMPARISON OF PERCEPTIONS

A comparison of the perceptions of principals and department heads inidcated that there was general agreement between the two groups relative to the tasks listed in section A of the questionnaire (see Tables 7, 8, 9, and 10).

There were some tasks which evidenced disagreement between the perceptions of principals and the perceptions of department heads. Principals and department heads disagreed as to whether it was, or should be, a task of department heads to assist the principal in the preparation of the total school budget estimate as specified in task 3. Approximately 78 percent of department heads indicated this was not, and 54 percent felt it should not be, a task of department heads. Principals were evenly divided on the question.

Principals and department heads differed in their perceptions of who should make decisions

regarding the assignment of students and classes to each teacher. More than 78 percent of the principals responded that these were not, and should not be, tasks of department heads. Department heads agreed these were not tasks of department heads as 75 percent of the heads responded that it was not a task of department heads to determine the number of students assigned to each teacher and 64 percent of the heads responded it was not a task of department heads to determine the number of classes assigned to each teacher. However, over 70 percent of all heads responded that these should be tasks of department heads.

The task which specified that it was within the purview of a department head to recommend teachers for promotion evidenced disagreement between principals and department heads as 62 percent of the principals perceived this was a task of department heads and 70 percent of all heads perceived it not to be a task of department heads. Over 80 percent of the respondents in each group indicated that this should be a task of department heads. Similarly, 78 percent of principals perceived that it was a task of department heads to recommend teachers for tenure. More than half, 57 percent, of all heads indicated that it was not. Both groups discerned this should be a task of department heads by a majority of more

than 80 percent.

Principals were equally divided in their perceptions of whether it was a task of department heads to recommend teachers for transfer. However, 65 percent of all heads perceived this not to be a task of department heads. A majority of 64 percent of the principals and 75 percent of all heads felt that this should be a task of department heads.

About 53 percent of all heads perceived that it was not a task of department heads to interview candidates for positions in his department. However, 85 percent of the principals perceived this was a task of department heads. All respondents in both groups signified that this should be a task of department heads.

Over 60 percent of the principals perceived that it was not, and should not be, a task of department heads to be responsible for discipline problems occurring in his department. More than half, 53 percent, of all heads perceived that this was a task of department heads and a majority of 56 percent signified it should be.

In the area of department development, the perceptions of principals and department heads concurred on all but two tasks. Approximately 57 percent of the heads reported that it was not a task of department heads to teach the classes of a teacher

who is attending a meeting or is on a field trip, and 64 percent of the heads reported it should not be. On the other hand, 54 percent of the principals reported this was a task of department heads and 57 percent felt that it should be.

Over half, 56 percent, of all heads perceived it not to be a task of department heads to assist in the development of curriculum for the total school program, but 79 percent perceived that it should be. A majority of 64 percent of the principals perceived that this was a task of department heads and 79 percent perceived that it should be.

If agreement of more than 50 percent of the respondents may be considered to be the opinion of that group, principals and department heads differed in their perceptions with respect to the following tasks: (a) Department heads perceived it not to be a task of department heads to assist in the preparation of the total school budget; principals were evenly divided on the question. (b) Principals observed that it was not within the purview of department heads to determine the number of students, or classes, assigned to each teacher; department heads felt that this should be a responsibility of department heads. (c) Principals reported that it was a task of department heads to recommend teachers for promotion and tenure; department heads did not think that these

were tasks of department heads. (d) Principals were evenly divided on the question of whether it was a task of department heads to recommend teachers for transfer; department heads indicated that this was not their task. (e) Principals signified it was not, and should not be, a task of department heads to deal with discipline problems occurring within his department; department heads signified that this was, and should be. (f) Principals reported that it was, and should be, a task of department heads to teach classes of a teacher who is attending a meeting or is on a field trip; department heads reported that this was not, and should not be their task. (g) Principals reported that it was a duty of department heads to assist in the development of curriculum for the total school program; department heads reported it was not.

Table 11 displays a summary of the tasks which evidenced disagreement between the perceptions of principals and department heads.

Although there were some disagreements between the perceptions of principals and department heads, the majority of tasks listed in section A of the questionnaire indicated that there was general agreement between the two groups. The tasks listed under the heading of Finance pointed out only one area of disagreement (task 3). There was a perceptible

Table 11

Perceptual Differences Between Principals and Department Heads Relative to Tasks of Department Heads

	Subject of Disagreement	Principals		Department Heads	
		Actual	Preferred	Actual	Preferred
	A task of department heads is:				
3.	to assist in the preparation of the school budget	evenly divided	evenly divided	is not (78%)	should not be (54%)
10.	to determine the number of students to be assigned each teacher	is not (86%)	should not be (86%)	is not (75%)	should be (77%)
11.	to determine the number of classes to be assigned each teacher	is not (79%)	should not be (79%)	is not (65%)	should be (71%)
16.	to recommend teachers for promotion	is (62%)	should be (75%)	is not (70%)	should be (74%)
17.	to recommend teachers for tenure	is (79%)	should be (86%)	is not (57%)	should be (81%)
18.	to recommend teachers for transfer	evenly divided	should be (64%)	is not (65%)	should be (75%)
20.	to interview candidates for his department	is (85%)	should be (100%)	is not (53%)	should be (98%)

Table 11 (continued)

	Subject of Disagreement	Principals		Department Heads	
		Actual	Preferred	Actual	Preferred
	A task of department heads is:				
25.	to be responsible for discipline problems	is not (69%)	should not be (62%)	is (53%)	should be (56%)
42.	to substitute teach	is (54%)	should be (57%)	is not (57%)	should not be (64%)
46.	to assist in the development of curriculum for the total school program	is (64%)	should be (79%)	is not (56%)	should be (80%)

difference in the degree of agreement between principals and heads relative to the task of deciding which items are to be deleted if a reduction in his department's budget is necessary. All of the principals agreed this was, and should be, a task of department heads. About 73 percent of all heads reported that this was a task of department heads and 99 percent reported it should be. Two of the four tasks listed under the heading of Time Tabling (tasks 9 and 12) indicated only a small difference in the percentage of principals and heads who agreed that these were, and should be, tasks of department heads.

Similarly, of the 18 tasks listed under the heading of Supervision and Administration, only 3 (tasks 16, 17 and 20) indicated a difference in the perceptions of department heads and principals. Almost all other tasks produced very similar percentages of agreement and disagreement between the two groups.

Of the 17 tasks listed under the heading of Department Development, only 3 (tasks 42, 44, and 46) evidenced disagreement between the two groups. There were differences in the degree of agreement between the two groups relative to several tasks. Only 54 percent of all heads felt it was a task of the department head to develop inservice training for his department, while 79 percent of the principals

indicated that it was. Only 51 percent of all heads felt it was a task of a department head to teach demonstration lessons and 71 percent of the principals responded that it was. Approximately 80 percent of all heads perceived that it should be a task of a department head to teach demonstration lessons while 93 percent of the principals indicated that it should be. Only 53 percent of all heads signified that it was not a task of a department head to instruct his staff in the use of audio-visual equipment while 86 percent of the principals specified it was not.

SUMMARY

Principals were in general agreement that the tasks listed, were, and should be, tasks of department heads. However, there were several exceptions. The following were perceived not to be tasks of department heads: (a) over three-quarters of the principals felt it was not, and should not be, a task of department heads to determine the number of students assigned to each teacher; (b) also, over three-quarters of the principals responded that it was not, and should not be, a task of department heads to determine the number of classes assigned to each teacher; (c) most of the respondents observed that it was not, but should be, a practice of

department heads to encourage teachers to chair department meetings; (d) more than half of the principals reported it was not, but should be, a task of department heads to recommend teachers for dismissal; (e) over three-quarters of the principals indicated it was not, and should not be, a task of department heads to instruct teachers in the use of audio-visual equipment; (f) a majority of principals reported it was not, but should be, a task of department heads to encourage teachers to evaluate the role being filled by department heads.

A comparison of principals' and department heads' perceptions of the tasks specified in the questionnaire indicated that there was general agreement between the two groups. There were several exceptions. Responses to the following tasks indicated some disagreement between the perceptions of department heads and principals: (a) Department heads did not agree that it was their task to assist in the preparation of the school budget estimate; principals were evenly divided on the issue. (b) Principals observed that it was not, and should not be, a task of department heads to make decisions regarding the number of students, and classes, assigned to each teacher; department heads felt that it should be. (c) Heads did not agree that it was a task of department heads to

recommend teachers for promotion and tenure; principals felt it was. (d) Department heads observed that it was not a task of department heads to recommend teachers for transfer; principals were evenly divided on the question. (e) Principals observed that it was, and should be, a task of department heads to interview candidates for his department; department heads signified that it was not, but should be. (f) Principals signified that it was not, and should not be, a task of department heads to deal with discipline problems occurring in his department; heads signified that it was, and should be. (g) Principals felt it was, and should be, a task of department heads to substitute for a teacher who was attending a meeting or is on a field trip; department heads argued that it was not, and should not be. (h) Principals signified that it was a task of department heads to assist in the development of curriculum for the total school program; department heads responded that it was not.

It would appear that the differences in perceptions between department heads and principals, relative to the preferred role of the department head, are small and may easily be resolved.

Chapter 6

ANALYSIS OF RELATED DATA

The first portion of the chapter analyzes the perceptions of department heads and principals as to the actual and preferred amount of time department heads are allotted, and should be allotted, to perform their duties. The second section describes the perceptions of department heads and principals as to the relative importance of criteria for the selection of a department head. The final section deals with volunteered observations regarding the position of the department head.

TIME ALLOTMENT

Section B of the questionnaire requested department heads to indicate the amount of time they were presently allotted for supervision, teaching, lesson preparation, and to be "on call," and the amount of time they would prefer to have allotted for these duties. Principals were asked to indicate the amount of time they thought department heads should be allotted for these duties.

Tables 12, 13, 14 and 15 present a summary of department heads' perceptions of the actual and

preferred amount of time allocated for each duty.

Time Allotment for Supervision

The largest number of responses, 47 percent, were recorded in the category which indicated department heads were presently allotted between 11 and 20 percent of their time for supervision. The median amount of time allotted department heads for supervision was 16.6 percent (see Appendix D for method of calculation and medians of the various subject groups).

The largest number of responses, 30 percent, were recorded in the category which indicated department heads should be allotted between 21 and 30 percent of their time for supervision. The median of the preferred amount of time for supervision was 27.0 percent.

Time Allotment for Teaching

The largest number of responses, 47 percent, were recorded in the category which indicated department heads were presently allotted between 61 and 70 percent of their time for teaching. The median of the amount of time allotted for teaching was 64.1 percent.

The largest number of responses, 40 percent, were recorded in the category which indicated department heads were presently allotted between 41 and 50

Table 12

Department Heads' Perceptions of the Actual and Preferred Allotment of Time for Supervision

	Time Allotment		Frequency of Responses Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	Total	%
1.	10% or less	Actual	1	1	2	5	3	3	4	3	4	1	27	21.4
		Preferred	0	2	2	3	1	1	1	1	2	1	14	11.0
2.	11 to 20%	Actual	6	4	6	2	9	7	6	4	7	8	59	46.8
		Preferred	3	0	2	3	5	1	4	2	0	2	22	17.3
3.	21 to 30%	Actual	2	2	4	1	6	3	2	3	2	4	29	23.0
		Preferred	3	4	3	1	3	2	5	7	6	4	38	29.9
4.	31 to 40%	Actual	2	1	0	0	0	0	1	1	1	2	7	5.6
		Preferred	3	0	2	1	3	6	1	1	0	4	21	16.5
5.	41 to 50%	Actual	0	1	0	0	0	0	0	0	0	1	2	1.6
		Preferred	2	1	2	0	5	3	1	1	5	4	24	18.9
6.	51 to 60%	Actual	0	0	0	1	0	0	0	0	0	0	1	0.8
		Preferred	0	0	0	0	0	0	0	0	0	0	0	0.0
7.	61 to 70%	Actual	0	0	0	0	0	0	0	0	0	0	0	0.0
		Preferred	0	0	0	0	0	0	0	0	0	0	0	0.0
8.	71 to 80%	Actual	0	0	0	0	0	0	0	0	0	0	0	0.0
		Preferred	0	0	0	0	0	0	0	0	0	1	1	0.8
9.	over 80%	Actual	0	0	0	0	0	0	0	0	0	1	1	0.8
		Preferred	0	0	0	0	0	0	0	0	0	1	1	0.8

Bus--Business, Eng--English, Geo--Geography, Gui--Guidance, His--History, ML--Modern Languages, Ma--Mathematics, PE--Physical Education, Sci--Science, Tec--Technical

Table 13

Department Heads' Perceptions of the Actual and Preferred Allotment of Time for Teaching

	Time Allotment		Frequency of Responses Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	Total	%
1.	10% or less	Actual	0	0	0	4	0	0	1	0	0	1	6	4.8
		Preferred	0	0	0	3	0	0	0	0	0	1	4	3.2
2.	11 to 20%	Actual	0	0	0	1	0	0	0	0	0	0	1	0.8
		Preferred	0	0	0	1	0	0	0	0	1	2	4	3.2
3.	21 to 30%	Actual	0	0	0	0	0	0	0	0	0	1	1	0.8
		Preferred	0	0	0	0	1	0	2	1	0	0	4	3.2
4.	31 to 40%	Actual	0	0	0	0	1	0	0	1	0	0	2	1.6
		Preferred	2	2	1	0	3	0	0	2	0	4	14	11.1
5.	41 to 50%	Actual	1	4	1	0	1	0	0	2	0	2	11	8.8
		Preferred	5	3	6	0	7	6	2	5	8	8	50	39.7
6.	51 to 60%	Actual	2	2	1	1	4	1	0	4	1	5	21	16.8
		Preferred	2	4	1	2	1	2	3	3	4	0	22	17.5
7.	61 to 70%	Actual	8	3	7	0	10	6	8	4	11	2	59	47.2
		Preferred	1	0	4	0	5	5	4	1	1	2	23	18.3
8.	71 to 80%	Actual	0	0	1	0	2	4	3	0	2	5	17	13.6
		Preferred	1	0	0	0	0	1	1	0	0	0	3	2.4
9.	over 80%	Actual	0	0	2	1	0	3	0	0	0	1	7	5.6
		Preferred	0	0	0	1	0	0	0	0	0	1	2	1.6

Bus--Business, Eng--English, Geo--Geography, Gui--Guidance, His--History, ML--Modern Languages, Ma--Mathematics, PE--Physical Education, Sci--Science, Tec--Technical

percent of their time for teaching. The median of the preferred amount of time for teaching was 47.9 percent.

Time Allotment for Lesson Preparation

The largest number of responses, 36 percent, were recorded in the category which indicated department heads were presently allotted between 11 and 15 percent of their time for lesson preparation. The median of the amount of time allotted for lesson preparation was 9.2 percent.

The largest number of responses, 42 percent, indicated they would prefer to be allotted 11 to 15 percent of their time for lesson preparation. The median of the preferred amount of time for lesson preparation was 12.4 percent.

Time Allotment for "On Call" Duties

The largest number of responses, 72 percent, were recorded in the category which indicated department heads were allotted less than 5 percent of their time for "on call." The median of the amount of time allotted for "on call" was 3.5 percent. Department heads indicated they preferred this allocation of time. The median of the preferred amount of time for "on call" varied slightly to 3.1 percent.

Table 14

Department Heads' Perceptions of the Actual and Preferred Allotment of Time for Lesson Preparation

Time Allotment		Frequency of Responses											
		Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	Total	%
1. 5% or less	Actual	3	2	2	4	5	5	2	6	6	5	40	35.4
	Preferred	2	0	1	4	2	0	0	4	1	2	16	13.7
2. 6 to 10%	Actual	1	3	3	0	5	1	2	2	1	3	21	18.6
	Preferred	2	0	1	0	3	2	3	3	4	6	24	20.5
3. 11 to 15 %	Actual	6	3	4	1	7	6	5	1	2	6	41	36.3
	Preferred	6	3	4	1	8	8	6	2	4	7	49	41.9
4. 16 to 20%	Actual	1	0	3	0	1	0	3	1	2	0	11	9.7
	Preferred	1	5	6	0	5	2	3	3	3	0	28	23.9

Bus--Business, Eng--English, Geo--Geography, Gui--Guidance, His--History, ML--Modern Languages, Ma--Mathematics, PE--Physical Education, Sci--Science, Tec--Technical

Table 15

Department Heads' Perceptions of the Actual and Preferred Allotment of Time for "On Call"

	Time Allotment		Frequency of Responses Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	Total	%
1.	5% or less	Actual	9	4	8	5	14	11	8	4	9	11	83	71.5
		Preferred	10	6	8	5	13	9	9	8	11	16	95	80.5
2.	6 to 10%	Actual	1	1	1	1	1	0	1	3	2	3	14	12.1
		Preferred	1	2	3	1	2	3	0	1	2	0	15	12.7
3.	11 to 15%	Actual	1	2	2	0	3	1	3	0	1	1	14	12.1
		Preferred	0	0	1	0	2	0	2	2	0	0	7	5.9
4.	16 to 20%	Actual	0	1	1	1	0	0	0	2	0	0	5	4.3
		Preferred	0	0	0	0	0	0	1	0	0	0	1	0.8

Bus--Business, Eng--English, Geo--Geography, Gui--Guidance, His--History, ML--Modern Languages, Ma--Mathematics, PE--Physical Education, Sci--Science, Tec--Technical

PRINCIPALS' PERCEPTIONS OF TIME ALLOTMENT

Tables 16, 17, 18 and 19 present a comparative summary of the amount of time principals and department heads would prefer to have allotted for the duties performed by department heads.

About 54 percent of principals perceived that department heads should be allotted between 21 and 30 percent of their time for supervision. The median of the amount of time that should be allotted for supervision was 28.4 percent. The amount of time perceived by principals for this task was similar to the amount of time department heads preferred. The median of the amount of time department heads perceived as being necessary for supervision was 27.0 percent of their time.

Over half, 54 percent, of the principals perceived that department heads should be allotted between 61 and 70 percent of their time for teaching. The median of the amount of time that should be allotted for teaching was 61.2 percent. The largest single number of department heads preferred to teach 41 to 50 percent of their time. The median of the amount of time department heads preferred for teaching was 47.9 percent.

Half of the principals perceived that department heads should be allotted between 11 and 15

Table 16

Principals' and Department Heads' Perceptions of the Preferred Allotment of Time for Supervision

Time Allotment	Principals N	Principals %	Department Heads N	Department Heads %
1. 10% or less	0	00.0	14	11.0
2. 11 to 20%	1	7.7	22	17.3
3. 21 to 30%	7	53.8	38	29.9
4. 31 to 40%	3	23.1	21	16.5
5. 41 to 50%	2	15.4	24	18.9
6. 51 to 60%	0	00.0	6	4.7
7. 61 to 70%	0	00.0	0	00.0
8. 71 to 80%	0	00.0	1	0.8
9. over 80%	0	00.0	1	0.8

Table 17

Principals' and Department Heads' Perceptions of the Preferred Allotment of Time for Teaching

	Time Allotment	Principals N	Principals %	Department Heads N	Department Heads %
1.	10% or less	0	00.0	4	3.2
2.	11 to 20%	0	00.0	4	3.2
3.	21 to 30%	0	00.0	4	3.2
4.	31 to 40%	0	00.0	14	11.1
5.	41 to 50%	4	30.8	50	39.7
6.	51 to 60%	2	15.4	22	17.5
7.	61 to 70%	7	53.8	23	18.3
8.	71 to 80%	0	00.0	3	2.4
9.	over 80%	0	00.0	2	1.6

Table 18

Principals' and Department Heads' Perceptions of the Preferred Allotment of Time for Lesson Preparation

	Time Allotment	Principals N	Principals %	Department Heads N	Department Heads %
1.	5% or less	2	16.7	16	13.7
2.	6 to 10%	3	25.0	24	20.5
3.	11 to 15%	6	50.0	49	41.9
4.	16 to 20%	1	8.3	28	23.9

Table 19

Principals' and Department Heads' Perceptions of the Preferred Allotment of Time for "On Call"

	Time Allotment	Principals N	Principals %	Department Heads N	Department Heads %
1.	5% or less	9	81.8	95	80.5
2.	6 to 10%	0	00.0	15	12.7
3.	11 to 15%	1	9.1	7	5.9
4.	16 to 20%	1	9.1	1	0.8

percent of their time for lesson preparation as did department heads. The median of the amount of time principals perceived should be allotted for lesson preparation was 11.3 percent. The median of the amount of time preferred by department heads was only slightly more, 12.4 percent.

Approximately 82 percent of principals perceived that department heads should be allotted less than 5 percent of their time for "on call" as did department heads. The median of the amount of time each group perceived should be allotted for "on call" was 3.1 percent.

In summary, it would appear that principals and department heads agree that department heads should be allotted between 21 and 30 percent of their time for supervision, between 11 and 15 percent of their time for lesson preparation and less than 5 percent of their time for "on call" duties. Department heads and principals did not agree on the amount of time that should be allotted for teaching. Most department heads would prefer to teach between 41 and 50 percent of their time but most principals would prefer to have department heads teach between 61 and 70 percent of their time.

CRITERIA FOR THE SELECTION OF A DEPARTMENT HEAD

Respondents were asked to choose the four

most important, and the four least important criteria, for the selection of a department head from a list of twelve possible criteria. Table 20 presents a summary of the frequency and percentage of frequency with which each criterion was chosen as one of the four most important criteria for the selection of a department head. Similarly, Table 21 presents a summary of the frequency, and percentage of frequency, with which each criterion was selected as one of the four least important criteria for the selection of a department head.

Tables 22 and 23 present the most, and least important criteria, respectively, for the selection of a department head as perceived by principals and department heads. The numbers in the last two columns indicate the rank order in which each criterion was chosen as one of the most, or least, important criteria. The rank order was tabulated by totaling the number of times each criterion was chosen as one of the four most important criteria for selection of a department head.

There was evidence of agreement between department heads and principals as to the four most important criteria. Department heads and principals both chose the following as the four most important criteria: administrative ability, sense of responsibility, superior teaching ability and decision-

Table 20

The Most Important Criteria for the Selection of a Department Head as Perceived by Principals and Department Heads

	Criteria		Frequency of Selection* 1	%	2	%	3	%	4	%
1.	Decision-making ability	Principals	1	7.1	1	7.1	3	21.4	3	21.4
		Department Heads	18	13.8	16	12.3	18	13.8	6	4.6
2.	Popularity among staff members	Principals	0	0.0	0	0.0	0	0.0	0	0.0
		Department Heads	0	0.0	1	0.8	2	1.5	2	1.5
3.	Sense of responsibility	Principals	1	7.1	5	35.7	3	21.4	1	7.1
		Department Heads	29	22.3	13	10.0	16	12.3	11	8.5
4.	Superior teaching ability	Principals	6	42.9	1	7.1	1	7.1	1	7.1
		Department Heads	24	18.5	12	9.2	15	11.5	10	7.7
5.	Understanding students	Principals	0	0.0	0	0.0	2	14.3	3	21.4
		Department Heads	9	6.9	9	6.9	13	10.0	18	13.8
6.	Co-operative spirit	Principals	1	7.1	0	0.0	0	0.0	1	7.1
		Department Heads	2	1.5	14	10.8	9	6.9	15	11.5

*Numbers indicate the number of times each criteria was selected as most important (1) next in importance (2) etc.

Table 20 (continued)

Criteria		Frequency of Selection 1	%	2	%	3	%	4	%
7. Administrative ability	Principals	1	7.1	2	14.3	3	21.4	1	7.1
	Department Heads	15	11.5	19	14.6	16	12.3	24	18.5
8. Academic qualifications (e.g. degrees)	Principals	0	0.0	0	0.0	0	0.0	2	14.3
	Department Heads	3	2.3	8	6.2	7	5.4	8	6.2
9. Seniority in the department	Principals	0	0.0	0	0.0	0	0.0	0	0.0
	Department Heads	2	1.5	2	1.5	0	0.0	1	0.8
10. Disposition toward professional growth	Principals	0	0.0	1	7.1	2	14.3	0	0.0
	Department Heads	3	2.3	5	3.8	7	5.4	6	4.6
11. Expertise in curriculum development	Principals	1	7.1	2	14.3	0	0.0	0	0.0
	Department Heads	5	3.8	6	4.6	3	2.3	6	4.6
12. Willingness to work	Principals	3	21.4	2	14.3	0	0.0	2	14.3
	Department Heads	6	4.6	12	9.2	12	9.2	12	9.2

Table 21

The Least Important Criteria for the Selection of a Department Head as Perceived by Principals and Department Heads

	Criteria		Frequency of Selection* 1	%	2	%	3	%	4	%
1.	Decision-making ability	Principals	0	0.0	0	0.0	0	0.0	1	7.1
		Department Heads	0	0.0	1	0.8	2	1.5	2	1.5
2.	Popularity among staff members	Principals	6	42.9	1	7.1	3	21.4	2	14.3
		Department Heads	28	21.5	33	25.4	21	16.2	11	8.5
3.	Sense of responsibility	Principals	0	0.0	0	0.0	0	0.0	0	0.0
		Department Heads	1	0.7	0	0.0	0	0.0	3	2.3
4.	Superior teaching ability	Principals	0	0.0	0	0.0	0	0.0	1	7.1
		Department Heads	3	2.3	2	1.5	4	3.1	11	8.5
5.	Understanding of students	Principals	0	0.0	0	0.0	1	7.1	0	0.0
		Department Heads	1	0.8	2	1.5	6	4.6	7	5.4
6	Co-operative spirit	Principals	0	0.0	2	14.3	3	21.4	2	14.3
		Department Heads	1	0.8	4	3.1	4	3.1	10	85.4

*Numbers indicate the number of times each criteria was selected as most important (1), next in importance (2) etc.

Table 21 (continued)

Criteria		Frequency of selection 1	%	2	%	3	%	4	%
7. Administrative ability	Principals	0	0.0	0	0.0	0	0.0	0	0.0
	Department Heads	2	1.5	4	3.1	5	3.8	6	4.6
8. Academic qualifications (e.g. degrees)	Principals	0	0.0	3	21.4	3	21.4	4	28.6
	Department Heads	11	8.5	20	15.4	22	16.9	12	9.2
9. Seniority in the department	Principals	7	50.0	5	35.7	1	7.1	1	7.1
	Department Heads	59	45.4	27	20.8	12	9.2	4	3.1
10. Disposition toward professional growth	Principals	0	0.0	0	0.0	0	0.0	1	7.1
	Department Heads	3	2.3	11	8.5	9	6.9	11	8.5
11. Expertise in curriculum development	Principals	1	7.1	3	21.4	1	7.1	1	7.1
	Department Heads	7	5.4	6	4.6	25	19.2	21	16.2
12. Willingness to work	Principals	0	0.0	0	0.0	1	7.1	0	0.0
	Department Heads	0	0.0	4	3.1	2	1.5	4	3.1

Table 22

The Rank Order of the Most Important Criteria for the Selection of a Department Head

	Department Heads	Principals
7. Administrative ability	1	4.5*
3. Sense of responsibility	2	1
4. Superior teaching ability	3	2
1. Decision-making ability	4	3
5. Understanding students	5	6
12. Willingness to work	6	4.5
6. Cooperative spirit	7	9.5
8. Academic qualifications	8	9.5
10. Disposition toward professional growth	9	7.5
11. Expertise in curriculum development	10	7.5
2. Popularity among staff members	11.5	11.5
9. Seniority in the department	11.5	11.5

*Decimal fractions indicate tied scores

Table 23

The Rank Order of the Least Important Criteria for the Selection of a Department Head

	Department Heads	Principals
9. Seniority in the department	1	1
2. Popularity among staff members	2	2
8. Academic qualifications	3	3
11. Expertise in curriculum development	4	5
10. Disposition toward professional growth	5	6.2*
4. Superior teaching ability	6	6.2
6. Cooperative spirit	7	4
7. Administrative ability	8	11.5
5. Understanding students	9	6.2
12. Willingness to work	10	6.2
1. Decision-making ability	11	6.2
3. Sense of responsibility	12	11.5

*Decimal fractions indicate tied scores

making ability. Principals ranked willingness to work equal to administrative ability. Decimal fractions in these tables denote tied rank order scores.

There was also agreement between department heads and principals as to the three least important criteria. Both groups chose seniority in the department, popularity among staff members and academic qualifications. Department heads chose expertise in curriculum development, and principals chose cooperative spirit as their next choice.

The Kendall rank correlation coefficient τ (tau) was used to measure the association, or correlation, between department heads' and principals' perceptions of the most important, and least important, criteria for the selection of a department head. The Kendall τ correlation between department heads' and principals' perceptions of the most important criteria was 0.75 and the Kendall τ correlation between department heads' and principals' perceptions of the least important criteria was 0.73.

Clark (1969:81) compared the rank order of importance of criteria for the selection of a department head between her study, carried out in Alberta, and Ciminillo's study (1965) carried out in Indiana. A further comparison between the two aforementioned studies and this study reveals some similarities (see Tables 24 and 25). Two criteria used in this study

Table 24

A Comparison of the "Most" Important Criteria for the Selection of a Department Head in Three Studies

	Clark (Alberta) 1969	Ciminillo (Indiana) 1965	Gray (Ottawa) 1972 Department Heads	Principals
Administrative ability	4	5	1	4.5
Sense of responsibility*	-	-	2	1
Superior teaching ability	2	3	3	2
Decision-making ability*	-	-	4	3
Understanding students	8	9	5	6
Willingness to work	7	4	6	4.5
Cooperative spirit	5.5	7	7	9.5
Academic qualifications	10	10	8	9.5
Disposition toward professional growth	5.5	8	9	7.5
Expertise in curriculum development	9	6	10	7.5
Popularity among staff members	11	12	11.5	11.5
Seniority in the department	12	11	11.5	11.5
Mastery of subject matter**	3	2	-	-
Leadership ability**	1	1	-	-

*Not included in Clark's or Ciminillo's study

**Not included in this study

Table 25

A Comparison of the "Least" Important Criteria for the Selection of a Department Head in Three Studies

	Clark (Alberta) 1969	Ciminillo (Indiana) 1965	Gray (Ottawa) 1972 Department Heads	Principals
Seniority in the department	1	1	1	1
Popularity among staff members	2	2	2	2
Academic qualifications	3	3	3	3
Expertise in curriculum development	4	5	4	5
Disposition toward professional growth	7	9	5	6.2
Superior teaching ability	9	7	6	6.2
Cooperative spirit	11	10	7	4
Administrative ability	5	4	8	11.5
Understanding students	10	6	9	6.2
Willingness to work	6	8	10	6.2
Decision-making ability*	-	-	11	6.2
Sense of responsibility*	-	-	12	11.5
Mastery of subject matter**	8	12	-	-
Leadership ability**	12	12	-	-

*Not included in Clark's or Ciminillo's study

**Not included in this study

had no counterpart in Clark's or Ciminillo's study; likewise, two criteria used by Clark and Ciminillo had no counterpart in this study. The criterion perceived to be most important by department heads in this study was administrative ability. This criterion was selected as number four by respondents in Clark's study and, number five in Ciminillo's study, and as one of two criteria tied as number four by principals in this study.

A sense of responsibility was considered to be the second most important criterion by department heads, and number one by principals, in this study. Clark's and Ciminillo's studies did not have a counterpart for this criterion. However, a criterion not included in this study, leadership ability, was selected as the most important criterion in both Clark's and Ciminillo's study. Mastery of subject matter, not included in this study, was considered number three by Clark's and Ciminillo's respondents. Superior teaching ability, which was selected as the third most important criterion by department heads in this study, was also selected third in Ciminillo's study. Principals in this study and Clark's study placed this criterion second. Department heads chose decision-making ability, which had no counterpart in Clark's study, as number four. Principals chose this criterion as number three. The fourth criterion

chosen by Ciminillo's respondents was willingness to work. This criterion was selected as one of two criteria chosen as number four by principals in this study. Department heads in this study chose this criterion as number six and in Clark's study it was chosen number seven.

The criteria considered to be least important were the same in all three studies: seniority in the department, popularity among staff members and academic qualifications. Expertise in curriculum development was selected fourth by department heads in this study and in Clark's study and fifth by principals in this study and in Ciminillo's study.

Summary. It would appear department heads perceive the four most important criteria for the selection of a department head to be administrative ability, sense of responsibility, superior teaching ability and decision-making ability. Principals perceive the most important criteria for the selection of a department head to be a sense of responsibility, superior teaching ability and decision-making ability. There was a tie between administrative ability and willingness to work as one of the four most important criteria selected by principals.

There was considerable agreement between department heads and principals as to the criteria that were least important. Seniority in the

department, popularity among staff members and academic qualifications were among the least important criteria selected by department heads and principals. Department heads included expertise in curriculum development in their list while principals included cooperative spirit in their list of the four least important criteria for the selection of a department head.

OBSERVATIONS ON THE POSITION OF DEPARTMENT HEAD

Respondents were asked to state their opinions regarding the most valuable attributes of the department head position, the major problems with which a department head must deal, and the improvements that could be made in the system of supervision by department heads. The responses were tabulated in broad classifications.

The Most Valuable Attributes of the Department Head Position

Principals observed that the most valuable attributes of the system of supervision and administration by department heads were:

1. Provision of leadership by a person familiar with the subject being administered.
2. Setting a good example for teachers in his department.
3. Allowing department heads and teachers to determine subject curriculum.

4. Assisting the principal to administer unfamiliar subjects.

5. Providing "academic stability."

6. Determining the "academic climate" for the school by establishing subject standards.

7. Providing coordination between departments and the principal.

Department heads ascribed a wide variety of attributes to the department head position. The most common observations were: it facilitates the standardization and coordination of subject matter, courses and departments; it allows for some autonomy in curriculum, methods of teaching, experimentation and professional growth; it provides for the setting of goals and for a development of philosophy appropriate to specific disciplines.

Department heads also ascribed the following attributes to the system of supervision and administration by department heads:

1. Organizing people into groups with common interests and goals.

2. Placing administration in a position from which it may observe the functioning of the system.

3. Bringing out the best in teachers.

4. Being convenient and approachable to teachers and students with problems.

5. Providing an opportunity to pass on skills and ideas between department members.

6. Providing for administration by a person familiar with the strengths, weaknesses, and preferences of those being administered.

7. Inspiring teachers to work toward a high level of professional competence.

8. Providing teachers with the opportunity to work together in small groups and also maintain their individuality.

9. Providing teachers with the stimuli to improve.

10. Combining "administration and respect."

11. Providing teachers with a personalized relationship with administration.

12. Creating harmony within the department and the organization.

13. Allowing many people to participate in decision-making and policy formulation.

14. Providing for administration by a leader who is professionally competent in the subject field.

15. Reducing inequalities among departments and teachers.

16. Providing liaison between a department and administration and other departments.

17. Assisting in the dissemination of information.

18. Allowing changes to take place quickly as the need arises.

19. Allowing for "in depth" planning.

20. Facilitating the setting of standards of achievement.

21 Providing means of effectively developing curriculum in a particular subject field.

22. Encouraging the development of new teaching methods.

Major Problems of Department Heads

The most common observations of principals relative to problems encountered by department heads were in the area of supervision and administration

of teachers. Some of the more common problems reported by principals were:

1. Guiding those who did not want to improve.
2. Dealing with teachers who were "radicals" in their approach to clerical tasks, but effective in the classroom.
3. Teacher morale.
4. Maintaining a "high" interest among teachers and students.
5. Evaluating teachers' performance, particularly in subject areas with which he is not familiar.
6. Maintaining quality teaching.
7. Evaluating new attitudes and approaches to subjects.
8. Finding sufficient time to carry out the department heads' ascribed duties.
9. Lack of sufficient money for equipment and supplies.
10. Achieving a "suitable" time table.

The single most common problem encountered by department heads was that of insufficient time to carry out their prescribed duties.

Department heads reported the following were problems with which they had to deal:

1. Inexperienced staff.
2. Teachers who lack dedication, are irresponsible, lazy, incompetent and unwilling to change.
3. Dismissing an incompetent teacher.
4. Correcting faults tactfully.
5. Varying abilities of teachers.
6. Personality clashes.

7. Department morale.

8. Providing for individuality and maintaining consistency and standards within the department.

9. Achieving and maintaining a high level of performance.

10. Achieving and maintaining the respect of staff.

11. Keeping teachers abreast of changes.

12. Dealing with teacher biases toward students in some programs.

Department heads also indicated they had difficulty obtaining sufficient money for supplies, equipment and textbooks. Several department heads indicated it was not possible to institute new curriculum and other changes because of a shortage of finances.

"Red tape," an ever increasing amount of paperwork, a "stifling superstructure of administration" and defending the "legitimate interests of students, teachers and programs" against outside forces and lack of cooperation in a variety of areas as diverse as the principal, school board, and maintenance staff were cited as major problems.

Some of the problems described by department heads concerned specific subject areas. English and guidance department heads frequently indicated they lacked space and secretarial help. Guidance department heads also indicated they had difficulty keeping abreast of changes in post-secondary education

as well as secondary school courses, obtaining sufficient staff, lack of cooperation by school staff, and finding the time to take remedial action in dealing with students.

Technical, business, science and mathematics department heads commented on the problem of obtaining, maintaining and retaining equipment and supplies. Large classes were also described as a major problem.

Physical education department heads cited the following as major problems:

1. Obtaining sufficient money to equip and transport teams.
2. Getting equipment back from students.
3. Dealing with teachers who are not concerned about equipment problems.
4. Trying to conduct desirable programs without facilities and equipment.
5. Coordinating boys' and girls' departments.
6. Obtaining coaches.
7. Maintaining good interdepartment relations.
8. Involvement in too many areas such as health and physical education, administration and coaching.

Possible Improvements in Supervision and Administration by Department Heads

A number of principals observed that department heads required more time for the successful performance of their duties, particularly in situations in which the department was large, or the courses diverse.

The calibre of the person selected to fill the role of department head should be raised and department heads should be better trained, particularly in personnel administration; department heads themselves must improve their competence, according to some principals.

Department heads should set goals for their departments and evaluate teachers against these goals, according to another principal.

Two principals noted that they were satisfied with the present role of the department head. One principal stated that if the department head performs his tasks with integrity no changes need be necessary.

Department heads indicated that the system could be improved if they were allowed more time to carry out their administrative and supervisory functions.

Department heads from several subject disciplines indicated supervision and administration by department head would be improved if department heads had some control over the hiring and release of teachers. It was observed that at the present time there is no effective way of removing an inefficient teacher.

Several department heads indicated that if more authority were allowed them in the evaluation

of teachers, it would provide department heads with "positive control of a prime motivator."

The following are other improvements suggested by department heads:

1. On the job training for department heads.
2. Assistant department heads in every department.
3. English and guidance department heads felt their departments could be improved with secretarial assistance.
4. Some areas such as science, technical and business would benefit from the assistance of a paraprofessional assistant.
5. More autonomy for departments.
6. A greater voice in decision-making.
7. The department head position should be better defined.
8. Not more than one-half time teaching.
9. A better means of communication with the school board.
10. More support from the school administration.

Comments of Principals and Department Heads

The final section of the questionnaire invited respondents to make further comments. Only two principals made use of this section of the questionnaire. One principal commented that the responsibilities of department heads should be better defined. The other principal observed that he considered the department head a "mini principal," responsible for his department and its operation. He further noted

that the principal's role is changing and this will be reflected in the department head's function.

The comments made by department heads were varied and in some instances indicated an ambivalence of opinion among department heads.

Department heads generally wanted more time to supervise but at the same time many department heads emphasized the importance of being a teacher as well as a supervisor. A history department head summarized the comments of several respondents when he stated that the department head must always remain a teacher and must never become so weighed down by "administrative trivia" that he is not the best teacher in the department. Another writer stated that the department head should not be given more time away from the classroom because in the name of "austerity we cannot afford larger bureaucratic empires."

The department head, who perceived the need to remain in the classroom, expressed the concern of several others when he observed that because of the administrative load his teaching was "not what it used to be."

According to some respondents, department heads, who are effective teachers and administrators, are often promoted to other administrative positions. A possible solution to this problem was recommended

by the respondent who suggested that department heads be given more responsibility, thereby justifying a salary equivalent to that of a vice-principal. He suggested that department heads would be less inclined to want to leave the department head position if salary and authority were not motivators.

One department head observed that because teachers had to work closely with their department head they should have a voice in his selection. It was suggested that the applicants be assessed on a ten point scale. Principals would be allowed to allocate a mark out of 5, teachers a mark out of 3, and 2 marks would be allocated on the basis of qualifications.

Many department heads expressed concern about teachers who lacked the capabilities or the initiative to be effective teachers. They did not perceive any means available of removing or reforming these people.

Other department heads were concerned about being on the "lowest rung of the administrative ladder" and trying to maintain daily rapport with their teachers.

A number of department heads from a variety of subject fields, such as technical, English, guidance and business noted that people with similar responsibilities in other fields of employment had

office space, a secretary, a telephone and "authoritive power." It was observed that department heads within the school must rely upon diplomacy to bring about change in subordinates or enforce the decisions of superordinates.

Difficulty in implementing change was observed by some department heads. It was noted by one respondent that department heads were required to plan many months in advance while the school board and school administration was working several years in arrears.

Department head time tables were commented upon frequently. A suggestion was made that a formula be designed which would base the department head time table upon the number of classes, the number and variety of courses being taught in his department and the number of inexperienced teachers under his supervision.

Some comments made by respondents regarding the questionnaire indicated they were in favor of the format, however, other respondents suggested that there should have been provision for degrees of disagreement as "nothing is black or white."

One respondent commented that the "ideas presented on the questionnaire" were beautiful on paper but a department head does not have time to implement them.

Another department head commented that after reading the list of duties in section A of the questionnaire, he realized there were many duties he was not carrying out.

One head commented that too much is expected of a department head in a school, as is suggested by the many tasks listed in the questionnaire. He further noted that if a department head is expected to perform all these duties he should not be required to teach.

SUMMARY

It would appear that heads and principals agreed that department heads should be allotted between 21 and 30 percent of their time for supervision, between 11 and 15 percent of their time for lesson preparation and less than 5 percent of their time for "on call" duties. Department heads and principals did not agree on the amount of time that should be allotted for teaching. Department heads would prefer to teach between 41 and 50 percent of their time and principals would prefer to have them teach between 61 and 70 percent of their time.

Department heads perceived the four most important criteria for the selection of a department head to be administrative ability, sense of responsibility, superior teaching ability and decision-

making ability. Principals perceived the most important criteria for the selection of a department head to be a sense of responsibility, superior teaching ability, and decision-making ability. Principals gave administrative ability and willingness to work the same number of votes for inclusion in the list of four most important criteria for the selection of a department head.

There was considerable agreement between department heads and principals as to the least important criteria for the selection of a department head. Seniority in the department, popularity among staff members and academic qualifications were selected by both groups as being least important criteria. Department heads included expertise in curriculum development in their list and principals included cooperative spirit.

The most valuable attributes of the department head position as perceived by principals were: (a) professional leadership by a person familiar with the subject being administered; (b) supervision by a person in a position to lead by example; (c) coordination between departments and administration; (d) facilitating of curriculum development; (e) provision of "academic stability"; (f) assisting of principals in administrating unfamiliar subject areas; (g) determination of the "academic climate" for the

school.

Department heads viewed the most valuable attributes of the department head position to be: (a) providing of standardization and coordination of subject matter, courses and departments; (b) allowing for some autonomy in curriculum development, methods of teaching, experimentation, professional growth, the setting of department goals and department philosophy; (c) organizing of people with common interests and goals into groups; (d) providing convenient, approachable administration of teachers which is conducive to good morale, teaching competence, reduces inequalities among teachers, assists in the dissemination of information, and provides for personalized administration; (e) supervision and administration by a person familiar with the subject matter, the problems of teaching the subject, and teachers' strengths, weaknesses and preferences.

Principals perceived the following as being the major problems faced by department heads: (a) guiding those who do not want to be guided and dealing with radical teachers; (b) teacher morale; (c) evaluating teachers; (d) evaluating new methods, attitudes and approaches to subjects; (e) maintaining subject interest; (f) insufficient time and money; (g) developing a "suitable" time table.

Department heads perceived the following as

being major problems faced by department heads: (a) staff problems caused by teachers who are inexperienced or lack dedication, and the inability to dismiss an ineffective teacher; (b) correcting faults tactfully; (c) providing for individual differences among teachers; (d) personality clashes; (e) dealing with teacher biases toward students in some courses; (f) problems arising out of relations with other facets of administration such as "red tape," paper work, pressures to make changes convenient to higher forms of administration and lack of cooperation from other administrative levels; (g) insufficient staff; (h) insufficient time and money; (i) department morale.

Principals observed that supervision and administration by department heads could be improved: (a) if the department head were allowed more time to carry out his duties; (b) if the person selected to fill the role were of a higher calibre and better trained; (c) if department heads set goals for their department and evaluated teachers against these goals.

Department heads observed that supervision and administration by department heads could be improved: (a) if department heads were allowed more time to carry out their duties; (b) if department heads had more control over the hiring and release of teachers; (c) if there were assistant department heads

in every department; (d) if more nonprofessional and/or paraprofessional assistance was available to department heads; (e) if department heads had more autonomy; (f) if department heads had a better means of communication with the school board and more support from other levels of administration; (g) if department heads had a greater voice in decision-making; (h) if the department head position were better defined.

Under the heading of other comments principals noted that the role of the department head should be better defined and changes in the role of the principal will be reflected in the role of the department head.

Under the heading of other comments, department heads emphasized the following; (a) it was important that the department head remain a teacher; (b) more time was needed if an effective job of supervision and administration was expected; (c) effective department heads, who are also effective teachers, should be encouraged to remain in the position of department head; (d) teachers should be given a voice in the selection of the head of their department; (e) a means of removing ineffective teachers should be devised; (f) help was needed to carry out secretarial chores, equipment repair and maintain an inventory.

Chapter 7

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The purpose of this chapter is to restate the problems investigated, to summarize the findings, to present the conclusions that may be drawn from this study and to state implications arising out of the findings.

SUMMARY

The Problem

The main purpose of this study was to determine the present role, and the preferred role, of the department head in Ottawa high schools as perceived by principals and department heads. The perceptions of principals and of department heads in the various subject disciplines were examined and compared.

The amount of time department heads are allotted to carry out their administrative duties, and the amount of time perceived as necessary in order to carry out their duties were examined. Also the relative importance of criteria for the selection of a department head was examined.

The Population and Sample

The population selected for this study consisted of principals and department heads in the secondary schools of Ottawa, Ontario. Questionnaires were sent to 19 principals and 177 department heads. Usable returns were received from 14 principals and 130 department heads. These constitute the sample. All subject fields and all types of schools, composite, collegiate, technical-commercial, and occupational high schools, were represented in the replies.

Instrumentation

The instrument used to obtain data for the study was a questionnaire entitled The Role of the Department Head in Ottawa High Schools (Appendix C). The questionnaire was divided into four sections. The initial section focused on the decision-making areas of finance, time tabling, supervision and administration, and department development. Principals and department heads were asked to indicate whether the tasks described were, or were not, tasks of department heads, and whether they should be, or should not be, tasks of department heads.

The second section of the questionnaire was designed to determine the perceptions of principals and department heads as to the actual and preferred allotment of time for the various department head duties.

The third section of the questionnaire was designed to determine the four most, and the four least, important criteria for the selection of a department head as perceived by principals and department heads.

The views of the respondents as to the advantages of supervision and administration by department heads, the major problems encountered by department heads, and suggestions for improving the position were elicited in the fourth section. The final statement on the questionnaire provided respondents with the opportunity to make any comments they felt would be appropriate.

Data Collection

A questionnaire was mailed to the various schools for distribution to principals and to department heads on March 2, 1972. A follow-up letter was sent on March 23, 1972.

Treatment of Data

The data were transcribed from the questionnaires to computer cards. Sections A, B, C, and D of the questionnaire were analyzed by computer using a program which provided frequency matrices and frequency percentages.

For subject fields in which there were very few respondents, replies were combined with

subject areas considered to be related or having similar teaching situations. The responses of three classics department heads were included with history department heads and the responses of one art, one home economics and one music department head were included with the responses of technical department heads.

Findings

The problem under investigation was to describe the present role and preferred role of the department head as perceived by department heads and principals. The main problem was sub-divided into more specific sub-problems. The following is a restatement of the sub-problems and the findings related to each.

> Sub-problem 1. What is the present role of the department head and the preferred role of the department head, as perceived by department heads in the various subject fields, relative to: (a) finance, (b) time tabling, (c) supervision and administration, and (d) department development?

An analysis of the perceptions of department heads in the various subject fields indicated that most department heads concurred that the tasks listed under the heading of Finance were, and also should be, tasks of department heads. There was one exception. Department heads perceived that it was not, and should not be, their responsibility to assist the principal in preparing the budget estimate

for the school.

Some differences of perception between department heads in various subject fields were noted. A majority of English and guidance department heads perceived that it was not a task of department heads to decide what items should be deleted from the department budget if a reduction in the budget estimate was necessary. A majority of geography and physical education department heads perceived that it should be a task of department heads to assist the principal to prepare the total school budget estimate.

The perceptions of department heads differed as to the actual and preferred role of the department head, relative to time tabling. Department heads perceived it not to be their responsibility to make decisions regarding the number of students to be assigned to each teacher, or to make decisions regarding the number of classes to be assigned each teacher. However, they felt that these should be tasks of department heads.

Perceptions of department heads relative to supervision and administration evidenced some discrepancies between the actual and preferred role. Department heads indicated it was not their responsibility to recommend teachers for promotion, tenure, transfer or dismissal. However, they indicated that

these should be responsibilities of department heads. A majority of heads indicated that it was not within their responsibility to interview candidates for positions within their department, but that it should be. Further, the heads indicated it was not, but that it should be, the policy of the majority of department heads to encourage teachers to chair department meetings. A majority of modern languages, mathematics and physical education department heads indicated that they did, and felt they should, interview candidates for positions within their departments.

A majority of guidance, history, modern languages and science department heads did not agree with the opinion of the majority that it was a task of department heads to deal with discipline problems occurring within their department.

There was general agreement among department heads that the tasks listed under the heading of Department Development were, and should be, tasks of department heads. Some disagreement was evident among department heads in the various subject fields. More than 50 percent of the department heads in the fields of English, geography, history, mathematics and science did not agree with the majority opinion that it was a task of department heads to perform a liaison function with the community. Most of the

business and geography department heads did not agree with the majority opinion that it was not a task of department heads to instruct the department staff in the use of audio-visual equipment.

> Sub-problem 2. What is the present role of the department head, and the preferred role of the department head, as perceived by principals relative to: (a) finance, (b) time tabling, (c) supervision and administration, and (d) department development?

Principals generally agreed that the tasks listed under the heading of Finance were, and should be, tasks of department heads. However, they were evenly divided on the question of whether it was a task of department heads to assist in the preparation of the school budget.

Principals indicated that the role of the department head in preparing the time table was to allocate classes within his department and to consult teachers before making time table decisions. Principals perceived it not to be a task of department heads to determine the number of students assigned to each teacher, or to determine the number of classes assigned to each teacher.

Principals generally agreed that the tasks described under the heading of Supervision and Administration were, and should be, tasks of department heads. There were three exceptions. Principals indicated that it was not a task of department

heads to recommend dismissal, but that it should be. They were evenly divided on the issue of whether it was a task of department heads to recommend teachers for dismissal, but indicated that this should be a task of department heads. Principals observed that it was not a practice of department heads to encourage teachers to chair department meetings, but should be.

Tasks described under the heading of Department Development were perceived to be those presently performed by department heads and which should be performed by department heads. There were two exceptions. Principals indicated (1) that it was not, and should not be, a task of department heads to instruct their staffs in the use of audio-visual equipment, and, (2) that it was not, but should be, a task of department heads to encourage teachers to evaluate the role being filled by the department head.

Sub-problem 3. How do principals and department heads differ in their perceptions of the actual and preferred role of the department head?

There were ten tasks which evidenced differences between the perceptions of principals and department heads.

In the area of finance, principals were evenly divided on the question of whether it was a task of department heads to assist in the preparation of the school budget; department heads signified this was not,

and should not be, a task of department heads.

In the area of time tabling, principals perceived that it was not, and should not be, a task of department heads to determine the number of students to be assigned to each teacher, or to determine the number of classes to be assigned to each teacher; department heads indicated these were not, but should be, tasks of department heads.

Principals and heads perceived that the following supervision and administration tasks should be tasks of department heads. However, they did not agree as to whether they were tasks of department heads at the present time. Principals perceived that it was a task of department heads to recommend teachers for tenure, recommend teachers for promotion, and interview candidates for his department. Department heads felt these were not tasks of department heads. Principals were evenly divided on the question of whether it was a task of department heads to recommend teachers for transfer; department heads felt it was not. Principals signified it was not a task of department heads to be responsible for discipline problems occurring within his department; heads reported this was their responsibility.

Two tasks listed under the heading of Department Development were the subject of disagreement. Principals reported it was a task of department

heads to teach the classes of a teacher who is attending a meeting or is on a field trip; department heads signified this was not, and should not be, a task of department heads. Principals indicated that it was a task of department heads to assist in the development of curriculum for the total school program; department heads observed that this was not a task of department heads, but should be.

> Sub-problem 4. How much time are department heads allocated for supervision, teaching, lesson preparation and on-call, and how much time do department heads perceive they should have allocated for each of these responsibilities?

A majority of department heads indicated they were presently allotted between 11 and 20 percent of their time for supervision. The median of the actual amount of time allotted was 16.6 percent. The largest number of responses indicated that department heads would prefer to be allotted between 21 and 30 percent of their time for supervision. The median was 27.7 percent.

A majority of department heads indicated they were presently allotted between 61 and 70 percent of their time for teaching. The median of the amount of time allotted was 64.1 percent. The largest single majority of department heads indicated they would prefer to be allotted between 41 and 50 percent of their time for teaching. The median was 47.9 percent.

A majority of department heads indicated they were allotted between 11 and 15 percent of their time for lesson preparation. The median of the amount of time allotted was 9.2 percent. A majority of department heads indicated they were satisfied with this allocation of time. The median of the preferred amount of time for lesson preparation was 12.4 percent.

A majority of department heads indicated they were allotted less than 5 percent of their time for "on call" duties. The median amount of time allotted for such responsibilities was 3.5 percent. Department heads indicated they were satisfied with this allocation of time. The median of the preferred amount of time for such assignments was 3.1 percent.

Sub-problem 5. How much time do principals perceive department heads should be allotted for supervision, teaching, lesson preparation and "on call" duties?

A majority of principals indicated department heads should be allotted between 21 and 30 percent of their time for supervision. The median was 28.4 percent.

A majority of principals indicated department heads should be allotted between 61 and 70 percent of their time for teaching. The median was 61.2 percent.

Half the principals felt that department

heads should be allotted between 11 and 15 percent of their time for lesson preparation. The median was 11.3 percent.

A majority of principals perceived that department heads should be allotted less than 5 percent of their time for "on call" duties. The median was 3.1 percent.

Sub-problem 6. What criteria should be used for the selection of a department head?

The criteria identified by department heads as the four most important criteria for the selection of a department head were: administrative ability, a sense of responsibility, superior teaching ability and decision-making ability. Principals selected the following as the most important criteria for the selection of department head: a sense of responsibility, superior teaching ability, decision-making ability and two criteria were tied for inclusion in the list of the most important criteria. These were administrative ability and willingness to work.

The least important criteria were perceived by department heads to be: seniority in the department, popularity among staff members, academic qualifications and expertise in curriculum development. Principals selected the following as the least important criteria for the selection of a department head: seniority in the department, popularity

among staff members, academic qualifications and cooperative spirit.

Opinions Relative to the Position of Department Head

The final portion of the questionnaire requested principals and department heads to indicate their opinion of the most valuable attributes of the department head position, the major problems faced by department heads, possible improvements in the system of supervision and administration by department head. Finally, respondents were invited to contribute further comments.

It would appear that principals perceived the most valuable attributes of the department head position to be: (a) professional leadership by a person familiar with the subject discipline being administered; (b) supervision by a person in a position to lead by example; (c) coordination between departments and administration; (d) facilitation of curriculum development; (e) provision of "academic stability"; (f) assisting the principal in the administration of unfamiliar subject areas; (g) determination of the "academic climate" for the school.

Department heads perceived the most valuable attributes of the department head position to be: (a) coordination and standardization of courses, curriculum, and subject matter within the department

and articulation with other departments; (b) autonomy in curriculum development, methods of teaching, experimentation, professional growth, and the setting of department goals and department philosophy; (c) personalized administration of teachers by a person who is in a position to sympathize with their problems and knows their strengths, weaknesses and preferences; (d) leadership by a person who is professionally competent in the subject field; (e) organization of people with common problems and goals into working groups for their mutual benefit.

Major problem areas of department heads as perceived by principals were: (a) guiding those who do not want to be guided and dealing with radical teachers; (b) teacher morale; (c) evaluating teachers; (d) evaluating new methods, attitudes and approaches to subjects; (e) maintaining subject interest; (f) insufficient time and money; (g) achieving a "suitable" time table.

Major problem areas of department heads as perceived by department heads were: (a) insufficient time to carry out their prescribed duties; (b) correcting faults tactfully; (c) staff problems arising from teachers who lack experience, lack dedication, and the absence of facilities to remove ineffective teachers; (d) providing for individual differences in teachers; (e) personality clashes; (f) teacher

biases toward students in some courses; (g) administrative "red tape" and paper work; (h) department morale.

Principals indicated that the system of supervision and administration by department head could be improved: (a) if department heads were provided with more time to carry out their supervision and administrative duties; (b) if the calibre and training of the people selected to fill the role of department head were improved; (c) if department heads set goals for their department and evaluated teachers against these goals.

Department heads indicated that the system of supervision and administration by department head could be improved: (a) if department heads were required to teach less and more time was allotted for supervision; (b) if department heads had more autonomy, including some authority over the hiring and release of teachers; (c) if department heads had a greater voice in decision-making; (d) if the role of the department were better defined; (e) if they received more support from other levels of administration.

Few general comments were made by principals. One principal indicated the role of the department head should be better defined and another principal commented that changes taking place in the role of

the principal would affect the role of the department head.

The following are illustrative of additional comments made by department heads: (a) it is important that the department head remain a teacher; (b) more time is needed if the department head is to be an effective administrator; (c) effective department heads, who are also effective teachers, should be encouraged to remain in the position of department head; (d) a means of removing ineffective teachers should be devised; (e) department heads need assistance in the form of assistant department heads, secretarial help, and paraprofessionals to care for equipment, make repairs, maintain an inventory and prepare experiments.

CONCLUSIONS

Miklos (1963:1) was quoted as follows in the introduction to chapter 2:

> In applying role concepts to the school, a position such as that of teacher or principal is analyzed by focusing on the duties and expectations which define appropriate behavior for a person who occupies a particular position.

With this as a criterion, the role of the department head in the high schools of Ottawa may well be described in terms of the tasks listed in section A of the questionnaire. There was very little disagreement evident between the perceptions of

principals and department heads as to the preferred role of the department head.

In relation to the "nomothetic dimension" of the Getzels-Guba Model there was considerable agreement between principals and department heads with respect to the normative obligations and responsibilities of the department head, which in turn define his role.

There are advantages to be realized from a well defined role and predictable behavior by a role incumbent. Members of the department head's role set are informed of role expectations for the role incumbent. Principals are aware of the responsibilities that have been delegated, or may be delegated to the department head. The department head's colleagues are aware of the expectations held for them, and subordinates are aware of the obligations the department head has to them, and they to him.

Communication is facilitated when participants in a role set have some knowledge of the reactions they will likely create. In terms of Katz and Kahn's role set theory, the role sender, or the individual initiating the communication, communicates expectations to the focal person, or role receiver, and must wait for a reaction by the focal person before initiating another set of expectations. If the role sender

has previous knowledge of the response he will receive, his role sending will be adjusted and less information and feedback will be necessary to obtain the desired response.

The actions and reactions of members of a role set are dependent upon perceptions. Wilson et al. (1968:47) indicated that what a person perceived is dependent upon his beliefs about himself, about others, about his environment, his understanding of past experiences and attitudes. It is then, perhaps, surprising that such a high degree of agreement between department heads, in the various subject fields, and principals was evident with respect to the tasks described. There was also a high level of agreement between department heads and principals regarding the allotment of time. Also, there was a high correlation between the perceptions of principals and department heads, as to the most important criteria for the selection of a department head and the least important criteria for the selection of a department head. The correlation between principals' and department heads' perceptions of the most important criteria for the selection of a department head was 0.75, and the correlation between principals' and department heads' perceptions of the least important criteria for selection of a department head was 0.73 as calculated using Kendall's τ formula for association,

or correlation, between two sets of ranks.

Department heads signified they were willing to accept more responsibility in time tabling and supervision and administration of teachers, however, this would require more time away from the classroom.

Department heads indicated they wanted more authority to supervise, to hire, and to dismiss teachers. The problem of reconciling more authority with the department head's role as a practicing teacher-administrator was pointed out by some department heads. The Ontario Department of Education publication, (Appendix A), supports the opinion of the latter group. This publication noted that the department head is not an official whose duties include those of "grading and reporting formally upon the quality of a teacher's work." The problem submitted by those who want more authority is, what is to be done with the lazy, indolent, radical, or the irresponsible teacher?

Another difficulty was evident from the written comments made by respondents. Department heads require more time in which to administer their departments. Conversely, several department heads perceived the importance of a department head maintaining his role as a teacher. Supervision and administration, and teaching occupy the greatest portion of the department head's time. Hill et al.

(1971:32) recognized both sides of the problem. They noted that if the department head was required to teach too much he would not "have time or the heart to foster his department." On the other hand, they noted that (1971:32):

> Whatever his other priorities are the Head as a teacher owes most to his students. They cannot be neglected, since a school or department is meaningless without them and no Head dare be too busy to teach.

The future of the role of the department head was referred to by only one principal. He noted that the changing role of the principal would be reflected in the role of the department head. Goldman (1970:136) predicted that the principal would spend more time away from the school and department heads would be required to assume more responsibility for the education, supervision and assignment of staff and responsibility for the curriculum. Cavanagh and van Vierrsen Trip (1969:198) observed that department heads would be required to accept more responsibility by virtue of "the radical changes surging through our educational system."

In summary, it would appear that the tasks specified in this study were perceived to be, and should be, tasks of department heads. If the preferred role of the department head may be defined as comprising the tasks described in this study, the

following may well describe the preferred role of the department head in Ottawa high schools, or be perceived as a preferred job description for the position of department head. The preferred role of the department head as perceived by department heads, would include the following responsibilities:

1. To prepare an estimate of budget for his department.
2. To decide what items are to be deleted if a reduction in his department's budget is necessary.
3. To check requisitions before they are sent to the principal for approval.
4. To keep records of supplies and equipment purchased.
5. To supply an up-to-date department inventory upon request.
6. To allocate money for supplies within his department.
7. To determine the most suitable allocation of classes and subjects to teachers within his department.
8. To make decisions regarding the number of students to be assigned to each teacher.
9. To make decisions regarding the number of classes to be assigned to each teacher.
10. To ascertain the teaching preferences of teachers before making time table decisions.
11. To identify aims, objectives and policies for his department.
12. To evaluate the performance of teachers on a continuing basis.
13. To evaluate the performance of his department on a continuing basis.

14. To recommend teachers for promotion, tenure, transfer or dismissal.

15. To interview candidates for positions in his department.

16. To orient new teachers.

17. To assist substitute teachers to carry out their assigned duties.

18. To be accessible to teachers seeking advice or offering suggestions.

19. To advise students (e.g. on subject selection, career planning, personal problems, etc.).

20. To be responsible for discipline problems occurring within his department.

21. To keep on file a copy of each course of study being taught in his department.

22. To be responsible for the collection of forms and questionnaires sent to his department.

23. To conduct regular department meetings.

24. To encourage teachers to chair department meetings.

25. To formulate and supervise his department's testing procedures.

26. To develop inservice training programs for his department.

27. To encourage participation in subject "workshops."

28. To teach demonstration lessons.

29. To encourage teachers to evaluate their own strengths and weaknesses.

30. To provide liaison between administration, other departments and his own.

31. To select resource materials for use in his department.

32. To keep abreast of current curriculum innovations and research done in his field.

33. To advise his staff of innovations in their specialization.

34. To publicize effective work done in the classroom.

35. To arrange teacher visits both inside and outside the school.

36. To act as liaison between his department and the community (e.g. feeder schools, industry, business etc.).

37. To encourage subject research.

38. To experiment with audio-visual equipment to make it suit department needs.

39. To assist in the development of curriculum for the total school program.

40. To encourage teachers to evaluate the role being filled by the department head.

The role of the department head, as perceived by principals would differ only slightly from the role of the department head as perceived by department heads.

The role of the department head as perceived by principals would include the additional task of teaching the classes of a teacher whose duties require him to be away from the classroom. The role of the department head as perceived by principals does not include the duties and responsibilities of making decisions regarding the number of classes to be assigned to each teacher, making decisions regarding the number of students to be assigned to each teacher, and dealing with discipline problems occurring within his department.

This study indicated that department heads would prefer more time for supervision and administration, more authority to deal with ineffective teachers, more autonomy and more decision-making power. Principals would prefer a higher calibre and better trained department head.

The differences in perceptions between department heads and principals, relative to the role of the department head, appear to be comparatively minor and could probably be settled by negotiation.

IMPLICATIONS

This study has described the role of the department head as perceived by principals and department heads. Department heads may compare their role with the role of the department head as indicated in this study and attempt to identify bases for differences and either justify or eliminate these differences. Principals may compare the role of department heads in their schools with the role presented in this study and identify situational factors which could be responsible for differences and either justify or eliminate these factors.

This study has identified areas in which there were differences in perceptions between department heads and principals as to the role of the department head. These differences may be

resolved by negotiation and compromise and result in a more effective role for department heads in the high schools of Ottawa.

It should be noted that the findings in this study are presented with some reservations. The author has no knowledge as to whether department heads replied on the basis that the tasks described in the study were tasks that they themselves performed, or whether they replied on the basis that these were tasks of department heads in their school.

SUGGESTIONS FOR FURTHER STUDY

This study examined the role of the department head as perceived by department heads in the various subject fields. A study of the role of the department head based on the type, or size, of school in which the head is employed, or the size of department administered may well contribute useful information to an understanding of the role of the department head in high schools.

One of the problems indicated by this study was insufficient time allotment for department heads to fulfil their supervisory and administrative duties. This signifies several areas of possible research. How much time does a department head spend at each of his duties? What is the relative importance of each duty? Should the department

head have fewer responsibilities?

This study was concerned with the role of the department head as perceived by department heads and principals in one school system. A comparative study might be made of teachers' perceptions of the role of the department head. Also, a comparative study might be made of the role of the department head in other school districts or provinces.

Consideration has been given to amalgamating related subject disciplines, such as mathematics and science, under one department head. A study of the perceptions of administrators, department heads and teachers as to the feasibility of such a plan would prove useful to administrators.

A study of the value of the present approaches to preparing candidates for the position of department head would be of value to those offering such courses and those preparing to take the courses.

The role of the department head is changing with the complexity and variety of courses being offered in high schools. It would seem that as much information as possible should be obtained, relevant to the position of department head, in order to make his role as effective as possible.

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

Barnard, Chester I.
1962 The Functions of the Executive. Cambridge, Massachusetts: Harvard University Press.

Bennis, Warren G.
1966 Changing Organizations. New York: McGraw-Hill Book Company.

Ferguson, George A.
1971 Statistical Analysis in Psychology and Education. New York: McGraw-Hill Co., Inc.

Getzels, Jacob W.
1958 "Administration as a Social Process" in Andrew W. Halpin (ed.), Administrative Theory in Education. New York: Macmillan Co.

Halpin, Andrew W. (ed.)
1967 Administrative Theory in Education. New York: Macmillan Company.

Katz, Daniel and Robert L. Kahn
1966 The Social Psychology of Organizations. New York: John Wiley and Sons Inc.

Neagley, Ross and N. Dean Evans
1970 Handbook for Effective Supervision of Instruction. Englewood Cliffs, New Jersey: Prentice Hall Inc.

Sachs, Benjamin M.
1966 Educational Administration: A Behavioral Approach. Boston: Haughton Mifflin Co.

Savage, William W.
1968 Interpersonal and Group Relations in Educational Administration. University of South Carolina: Scott, Foresman and Company.

Siegel, Sidney
1956 Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Book Co., Inc.

Trusty, Francis M.
1971 Administrating Human Resources. Berkeley, California: McCutchan Publishing Corporation.

Wilson, Craig L., T. Madison Byar, Arthur S. Shapiro,
1969 and Shirley H. Schell.
Sociology of Supervision. Boston: Allyn and Bacon Inc.

PERIODICALS

Beard, E. C.
1969 On Being an Effective Department Head. The Bulletin of the Ontario Secondary School Teachers Federation. October, p. 206.

Bourdeau, Ronald M.
1969 What a New Teacher Expects From His Department Head. The Bulletin of the Ontario Secondary School Teachers Federation. October, p. 207.

Brenner, Kenneth W.
1966 "Functions and Characteristics of Department Heads as Perceived by Public High School Teachers." Dissertation Abstracts, Vol. 27, No. 10A, p. 3246.

Buser, Robert L.
1966 "The Functions and Characteristics of Department Heads as Perceived by High School Principals." Dissertation Abstracts, Vol. 22 No. 06A, p. 1574.

Buser, Robert L. and Donald C. Manlove
1970 "The Department Chairman: A Model Job Description." Journal of Secondary Education, Vol. 45, January, pp. 9-12.

Byrd, Brian L.
1965 The Role of the Department Head. Peabody Journal of Education. July, pp. 21-23.

Cavanagh, Gray C. and Gus van Vierrsen Trip
1969 What is Expected of a Department Head. The Bulletin of the Ontario Secondary School Teachers Federation. October, pp. 196-200.

Ciminillo, Lewis M.
1966 "The Department Heads' Perception of the Functions and Characteristics of their Position." Dissertation Abstracts, Vol. 27, No. 10A, p. 3218.

Clement, Stanley L.
1961 "Choosing the Department Head." The Bulletin of the National Association of Secondary School Principals, Vol. 45, October, pp. 48-52.

Easterday, Kenneth
1965 "The Department Chairman: What are his Duties and Qualifications?" The Bulletin of the National Association of Secondary School Principals, Vol. 49, October, pp. 77-85.

Goldman, Harvey
1970 New Roles for Principals. The Clearing House. November, pp. 135-39.

Gruman, Allen J.
1955 "Improving Instruction Through the Use of Department Heads." California Journal of Secondary Education, Vol. 30, March, pp. 167-69.

Hill, Elmore, Paul Booth, Joan Morse and Hume Wilkins
1971 The Department Head. Ontario Secondary School Teachers' Federation, Resource Booklet, Toronto, Ontario.

Hipps, G. Melvin
1965 "Supervision: A Basic Responsibility of the Department Head." Clearing House, Vol. 39:8, April, pp. 487-89.

Kidd, Jim L.
1965 "The Department Headship and the Supervisory Role." The Bulletin of the National Association of Secondary School Principals, Vol. 49:303, October, pp. 70-76.

King, Fred M. and James Moon
1960 "The Department Head in the Public Secondary School." The Bulletin of the National Association of Secondary School Principals, Vol. 44:254, March, pp. 21-24.

Knudson, Richard L.
1971 "Help Stamp Out Department Chairmen." English Journal, March, p. 377.

Maher, G. B.
1969 The Head of a Department: Some Thoughts to Ponder. The Bulletin of the Ontario Secondary School Teachers Federation. October, p. 201-04.

Manlove, Donald C. and Robert Buser
1966 "The Department Head: Myths and Reality." The Bulletin of the National Association of Secondary School Principals, Vol. 50:310, November, pp. 99-107.

Maurer, N. S.
1961 Role of the Department Chairman. Industrial Arts and Vocational Education, Vol. 5, pp. 20-21.

Mawson, K. W.
1969 The Leadership Role of the Head of a Department. The Bulletin of the Ontario Secondary School Teachers Federation, October, pp. 191-95.

Miklos, Erwin
1963 "Role Theory in Administration." The Canadian Administration, F. Enns (ed.), Vol. 3:2, November.

Morwood-Clark, L. L. and R. McD. Faulds
1961a "Are Department Heads Needed?" B. C. Teacher, Vol. 45, April, pp. 358-61.

Morwood-Clark, L. L. and R. McD. Faulds
1961b "More About Department Heads." B. C. Teacher, Vol. 45, May-June, pp. 398-401.

Recommendations and Information for Secondary School
1970 Organization Leading to Certificates and Diplomas. Ontario Department of Education. Circular H.S. 1, 1970/71.

Regulations: Elementary and Secondary Schools--General.
1968 Ontario Regulations, 399/66.

Roberts, Michael F.
1960 "New Duties for Department Heads." The Bulletin of the Ontario Secondary School Teachers Federation, Vol. 40:3, May, pp. 515-52.

Satlow, David
1968 "Common Gripes of Teachers About Their Chairmen." The Journal of Business Education, Vol. 44:3, p. 110.

Stern, Hans George
1966 "The Role of the Secondary School Department Head in the Improvement of Instruction." Dissertation Abstracts, Vol. 27, No. 06A, p. 1612.

UNPUBLISHED MATERIALS

Clark, Audrey May
1969 The Department Head in the High Schools of Alberta. Unpublished Master of Education Thesis. University of Alberta, Edmonton, Alberta.

Evaluation at Rideau High School. Ottawa, Ontario:
1971 Rideau High School.

APPENDIX A

ONTARIO DEPARTMENT OF EDUCATION

PUBLICATION

44 Eglinton Avenue West / Toronto 12, Ontario

ONTARIO DEPARTMENT OF EDUCATION

THE DEPARTMENT HEAD AS SUPERVISOR

The duties of the head of a department in secondary schools, as formally defined in Ontario Regulation 339/66, Regulation Made Under The Department of Education Act (Section 18(4) and 19(4), (5)), include the following:

The head of a department shall

(a) assist the principal, in co-operation with heads of other departments, in the general organization and management of the school;

(b) assist the principal,

(i) in planning additions or alterations to school buildings, and

(ii) in recommending appointments to the teaching staff of the department under his jurisdiction;

(c) be responsible to the principal for the organization and direction of his department;

(d) supervise the preparation of,

(i) details of the courses of study, and

(ii) the examinations for his department;

(e) retain on file up-to-date copies of outlines of courses of study with sufficient detail to permit the effective co-ordination of the courses of study;

(f) assist teachers in his department in improving their methods of instruction;

(g) assist teachers in his department in maintaining proper standards and keeping adequate records of student work;



(h) call meetings of the teachers in his department to discuss matters relating to the department and to exchange ideas on teaching problems;

(i) prepare an annual budget for supplies and equipment for his department, and furnish the principal with the annual budget;

(j) requisition, through the principal, equipment and supplies for his department;

(k) maintain a current inventory of the equipment in his department;

(l) be responsible for the maintenance and care of equipment and supplies under his charge; and

(m) teach during such periods as the principal requires.

A commercial director shall

(a) perform the duties of a head of a department as prescribed in section 18 above;

(b) supervise work, performed by the pupils, that has educational value and that does not conflict with any local labour policy or with the courses of study;

(c) be responsible to the principal for timetable allotments with respect to the subjects under his jurisdiction; and

(d) establish liaison with business and commercial establishments in the area served by the school.

A technical director shall

(a) perform the duties of head of a department as set forth in section 18 above;

(b) supervise work, performed by the pupils, that has educational value and that does not conflict with any local labour policy or with the courses of study;

(c) be responsible to the principal for timetable allotments with respect to the subjects under his jurisdiction;

(d) establish liaison with industry in the area served by the vocational school;

(e) establish liaison with, and assist the teachers of shop work in the high schools of another board or boards, where the limited technical course is offered pursuant to an agreement with the board of a vocational or composite school, and visit the high school or schools at times mutually satisfactory to the principals concerned at least three times in the school year, and the necessary travelling expenses shall be borne by the board that offers the limited technical course; and

(f) comply with industrial safety requirements for the departments under his jurisdiction.

The clauses of this Section make clear the nature of the administrative duties, as distinct from those pertaining to instruction, of a department head. A formal or legal statement of the responsibilitie relating to the position cannot, however, ensure that these are carried out effectively. This is a question of the ability of the person concern of his energy, resourcefulness and enterprise, and of his capacity to fulfil successfully in educational practice the defined obligations of th position.

Appointment to the position of department head should mean recognition of superior scholarship and teaching ability in a subject field and of powers as an organizer and leader. It should indicate that the person chosen understands the essential purposes of secondary educati in our democracy and the bearing upon them of instruction in the subjects for which he has special responsibility. The department head has a role of great significance in the entire educational endeavour of a secondary school. To meet his responsibilities successfully he must possess knowledge, skill, tact, and discernment.

As a supervisor, the department head should emphasize the consu tative or counselling aspects of his work and avoid formal appraisal of a teacher's lessons. He is not an official whose duties may include thos of grading and reporting formally upon the quality of a teachers' work. Although the department head may be able as a senior member of the staff to assist the principal in a situation involving the competence of a teacher, it is with the principal that responsibility lies for evaluation of that teacher's work and any recommendations that may affect his status

Practical measures to effect the improvement of instruction that may be taken by the department head include the following:

1. The development of a good professional library for the department with material relating both to general scholarship and teaching procedures;

2. The regular holding of department meetings, carefully planned to economize time required for necessary administrative matters and to promote consideration of problems or topics of common importance in the teaching of a subject;

3. The use of committees of the department in the study of questions of general interest; for example, developing an adequate writing program in English without an undue burden of marking;

4. The encouragement of inter-class observation of lessons, of informal conference regarding teaching methods, and of enterprise in developing improved classroom procedures;

5. The organization on a departmental basis of inter-school conference regarding courses of study and teaching methods;

6. The development of close co-operation with the school library in promoting the reading interests of pupils with a subject field, and in the organization of assignments for independent study; and

7. The encouragement of useful liaison with teachers in the elementary schools of the area served by the secondary school.

The successful department head will display in his supervisory capacity those powers of discerning leadership that evoke loyal and competent effort by his associates.

TORONTO 12, May 15, 1967.

APPENDIX B

CORRESPONDENCE

Department of Educational
Administration
General Services Building
University of Alberta
Edmonton 7, Alberta
November 17, 1971

Mr. D. Lawless
Director of Education
Ottawa Board of Education
330 Gilmour Street
Ottawa, Ontario

Dear Mr. Lawless:

I am on sabbatical from Tech attending the University of Alberta. In partial fulfillment of the requirements for a Master of Education Degree, I must write a thesis. I would like to write a thesis on the role of the department head in Ottawa high schools, as perceived by principals and department heads.

I believe such a study would be of value in several areas. This study would provide a job description for the position of department head in Ottawa high schools. It would indicate differences in perceptions between principals and department heads relative to the duties being performed by department heads, or duties that should be performed by department heads. Also, such a study would fulfil my degree requirements.

If permission is granted, I would appreciate receiving a list of principals and major and minor department heads in each of the high schools.

Thank you for your kind consideration.

The Ottawa Board of Education
Le Conseil scolaire d'Ottawa
330 Gilmour Street
Ottawa, Canada
K2P 0P9

File No. 1466

December 1, 1971.

Mr. D. Gray,
Faculty of Education,
Department of Educational Administration,
The University of Alberta,
Edmonton 7, Alberta.

Dear Mr. Gray:

I am acting on a copy of a letter addressed to you from Dr. Willis, giving you permission to circulate material and questionnaires to our schools.

I am sending a memorandum to the Principals soliciting their co-operation on your behalf.

I am attaching a list of our secondary school Principals, but it is impossible for me to supply you with a detailed list of all of our Department Heads. May I suggest that you address your questionnaires to the Principal of each school and request that he circulate them amongst his Department Heads. I would estimate that most secondary schools have fewer than fifteen Department Heads and Assistant Heads.

Department of Educational
Administration
General Services Building
University of Alberta
Edmonton 7, Alberta
March 2, 1972

Dear (Principal):

I am on sabbatical, attending the University of Alberta. In partial fulfilment of the degree requirements, I am writing a thesis on "The Role of the Department Head in Ottawa High Schools," as perceived by principals and department heads.

This study will indicate the current role of the department head in various types of schools and departments. Also, the preferred role of the department head, in the opinion of principals and department heads, will be examined.

Would you please be kind enough to see that the questionnaires, being sent to you under separate cover, are distributed to major and minor department heads in your school. Also, would you fill out the enclosed questionnaire and return it to me at your earliest convenience. A self-addressed, stamped envelope is enclosed.

A copy of my findings will be sent to your school upon completion.

This study is being made with the knowledge of Dr. Willis.

Thank you for your kind cooperation.

Department of Educational
Administration
General Services Building
University of Alberta
Edmonton 7, Alberta
March 2, 1972

Dear Colleague:

I am on sabbatical, attending the University of Alberta. In partial fulfilment of the degree requirements, I am writing a thesis on "The Role of the Department Head in Ottawa High Schools," as perceived by department heads and principals.

This study will indicate the current role of the department head in various types of schools and departments. Also, the preferred role of the department head, in the opinion of department heads and principals, will be examined.

I would appreciate your completing the attached questionnaire and returning it to me at your earliest convenience. A self-addressed, stamped envelope is enclosed. All replies will be kept confidential.

A copy of findings will be sent to your school upon completion of the study.

Thank you for your kind cooperation.

Department of Educational
Administration
General Services Building
University of Alberta
Edmonton 7, Alberta
March 23, 1972

Dear (Principal),

Thank you for your cooperation in distributing and answering my questionnaire entitled, "The Role of the Department Head in Ottawa High Schools." The replies received have been both varied and interesting.

If you have not answered the questionnaire as yet, I would appreciate your doing so at your earliest convenience. The replies will be analyzed on the basis of a comparison between the perceptions of principals and department heads, therefore it is important that I receive as many replies from principals as possible.

Thank you for your kind assistance. I hope it did not constitute too great an intrusion upon your busy schedule.

Department of Educational
Administration
General Services Building
University of Alberta
Edmonton 7, Alberta
March 23, 1972

Dear Colleague:

Thank you for your kind cooperation in answering my questionnaire entitled, "The Role of the Department Head in Ottawa High Schools." The replies have been both interesting and varied.

If you have not answered the questionnaire as yet, would you please do so and return it to me as soon as possible. The replies will be analyzed on a subject administered basis, therefore it is important that I receive as many replies from each subject field as possible. Would you please make certain that your subject field is indicated on page eight of the questionnaire.

Thank you for your assistance. I hope it did not constitute too great an intrusion upon your busy schedule.

APPENDIX C

QUESTIONNAIRE

THE ROLE OF THE DEPARTMENT HEAD IN OTTAWA HIGH SCHOOLS

SECTION A

This part of the questionnaire, to be answered by Department Heads as well as Principals, describes some of the tasks of Department Heads. Please indicate whether each task is or is not a task of Department Heads in your school; likewise, also indicate whether you think it should be or should not be a task of Department Heads in your school.

Directions:

(a) Decide if the item describes a task which is performed by Department Heads in your school.
(b) Decide if the item describes a task which a Department Head should perform in your school.
(c) Mark both left and right columns as illustrated below.

The items in this questionnaire are stated as tasks of Department Heads, however, it is recognized that many of the tasks may be carried out in consultation with some or all members of the Department.

Example:

COLUMN I			COLUMN II	
Is	Is Not	A task of Department Heads is:	Should Be	Should Not Be
___	✓	to coordinate the goals of the school and the goals of his department	✓	___

Listed below is a series of tasks assigned to Department Heads. Indicate in column I whether the task is or is not a task of Department Heads in your school by placing a check mark (✓) in the appropriate column. Indicate in column II whether you feel the task should or should not be a task of Department Heads by placing a check mark (✓) in the appropriate column.

COLUMN I			COLUMN II		
		FINANCE			
Is	Is Not	A task of Department Heads is:	Should Be	Should Not Be	CC
___	___	1. to prepare an estimate of budget for his department	___	___	8
___	___	2. to decide what items are to be deleted if a reduction in his department's budget is necessary	___	___	10

COLUMN I			COLUMN II		
Is	Is Not		Should Be	Should Not Be	CC
___	___	3. to assist the principal in the preparation of the total budget estimate for the school	___	___	12
___	___	4. to check requisitions before they are sent to the principal for approval	___	___	14
___	___	5. to keep records of supplies purchased	___	___	16
___	___	6. to keep records of equipment purchased	___	___	18
___	___	7. to supply an up-to-date department inventory upon request	___	___	20
___	___	8. to allocate money for supplies within his department	___	___	22
		TIME TABLING			
___	___	9. to determine the most suitable allocation of classes and subjects to teachers within his department	___	___	24
___	___	10. to make decisions regarding the number of students to be assigned to each teacher	___	___	26
___	___	11. to make decisions regarding the number of classes to be assigned to each teacher	___	___	28
___	___	12. to ascertain the teaching preferences of teachers before making time table decisions	___	___	30
		SUPERVISION AND ADMINISTRATION			
___	___	13. to identify aims, objectives and policies for his department	___	___	32
___	___	14. to evaluate the performance of teachers on a continuing basis	___	___	34
___	___	15. to evaluate the performance of his department on a continuing basis	___	___	36

C	COLUMN I Is	COLUMN I Is Not		COLUMN II Should Be	COLUMN II Should Not Be	CC
7	___	___	16. to recommend teachers for promotion	___	___	38
9	___	___	17. to recommend teachers for tenure	___	___	40
1	___	___	18. to recommend teachers for transfer	___	___	42
3	___	___	19. to recommend teachers for dismissal	___	___	44
5	___	___	20. to interview candidates for positions in his department	___	___	46
7	___	___	21. to orient new teachers	___	___	48
9	___	___	22. to assist substitute teachers to carry out their assigned duties	___	___	50
1	___	___	23. to be accessible to teachers seeking advice or offering suggestions	___	___	52
3	___	___	24. to advise students (e.g. on subject selection, career planning, personal problems, etc.)	___	___	54
5	___	___	25. to be responsible for discipline problems occurring within his department	___	___	56
7	___	___	26. to keep on file a copy of each course of study being taught in his department	___	___	58
9	___	___	27. to be responsible for the collection of forms and questionnaires sent to his department	___	___	60
	___	___	28. to conduct regular department meetings	___	___	62
	___	___	29. to encourage teachers to chair department meetings	___	___	64
	___	___	30. to formulate and supervise his department's testing procedures	___	___	66

COLUMN I			COLUMN II		
Is	Is Not		Should Be	Should Not Be	CC
		DEPARTMENT DEVELOPMENT			
___	___	31. to develop inservice training programs for his department	___	___	68
___	___	32. to encourage participation in subject "workshops"	___	___	70
___	___	33. to teach demonstration lessons	___	___	72
___	___	34. to encourage teachers to evaluate their own strengths and weaknesses	___	___	74
___	___	35. to provide liaison between administration, other departments and his own	___	___	76
___	___	36. to select resource materials for use in his department	___	___	78
___	___	37. to keep abreast of current curriculum innovation and research done in his subject field	___	___	80
___	___	38. to advise his staff of innovations in their specialization	___	___	#2 CC 8
___	___	39. to publicize effective work done in the classroom	___	___	10
___	___	40. to arrange teacher visitation both inside and outside the school	___	___	12
___	___	41. to act as a liaison between his department and the community (e.g. feeder schools, industry, business, etc)	___	___	14
___	___	42. to teach the classes of a teacher in his department who is attending a meeting, is on a field trip, etc., if necessary	___	___	16
___	___	43. to encourage subject research	___	___	18
___	___	44. to instruct department staff in the use of audio visual equipment	___	___	20
___	___	45. to experiment with audio visual equipment to make it suit department needs	___	___	22

COLUMN I			COLUMN II		
Is	Is Not		Should Be	Should Not Be	CC
___	___	46. to assist in the development of curriculum for the total school program	___	___	24
___	___	47. to encourage teachers to evaluate the role being filled by the department head	___	___	26

SECTION B

TIME ALLOTMENT

Department Heads: please indicate, in the appropriate blanks, the amount of time allocated on your time table for each activity and the amount of time you feel should have been allocated for each activity.

Principals: please indicate the amount of time you feel a department head should have allocated for each activity.

48. Time allotment for supervision 28

	Now		Should Have	
(1)	___	10% or less	(1)	___
(2)	___	11 to 20%	(2)	___
(3)	___	21 to 30%	(3)	___
(4)	___	31 to 40%	(4)	___
(5)	___	41 to 50%	(5)	___
(6)	___	51 to 60%	(6)	___
(7)	___	61 to 70%	(7)	___
(8)	___	71 to 80%	(8)	___
(9)	___	over 80%	(9)	___

49. Time allotment for teaching 30

	Now		Should Have	
(1)	___	10% or less	(1)	___
(2)	___	11 to 20%	(2)	___
(3)	___	21 to 30%	(3)	___
(4)	___	31 to 40%	(4)	___
(5)	___	41 to 50%	(5)	___
(6)	___	51 to 60%	(6)	___
(7)	___	61 to 70%	(7)	___
(8)	___	71 to 80%	(8)	___
(9)	___	over 80%	(9)	___

CC

50. Time allotment for lesson preparation per week. 32

Now			Should Have	
(1)	____	5% or less	(1)	____
(2)	____	6 to 10%	(2)	____
(3)	____	11 to 15%	(3)	____
(4)	____	16 to 20%	(4)	____

51. Time allotment for "on call" per week. 34

Now			Should Have	
(1)	____	5% or less	(1)	____
(2)	____	6 to 10%	(2)	____
(3)	____	11 to 15%	(3)	____
(4)	____	16 to 20%	(4)	____

SECTION C

CRITERIA FOR DEPARTMENT HEAD SELECTION

52. From the following list please select the four (4) most important criteria for the selection of a person to fill the role of Department Head. Indicate your order of preference as 1-2-3-4, in the left hand column below. Next, select the four (4) least important criteria for the selection of a Department Head. Indicate your choice in the right hand column, e.g. 1-least important, 2-next least important, etc.

Most Important		Least Important	
____	1. Decision-making ability	____	36
____	2. Popularity among staff members	____	38
____	3. Sense of responsibility	____	40
____	4. Superior teaching ability	____	42
____	5. Understanding of students	____	44
____	6. Co-operative spirit	____	46
____	7. Administrative ability	____	48
____	8. Academic qualifications (e.g. degrees)	____	50
____	9. Seniority in the department	____	52
____	10. Disposition toward professional growth	____	54
____	11. Expertise in curriculum development	____	56
____	12. Willingness to work	____	58

SECTION D

53 PERSONAL DATA QUESTIONNAIRE

Please check one item for each number.

1. Sex
   (1) Male____ (2) Female____

2. Age
   (1) ____ 21 to 30
   (2) ____ 31 to 40
   (3) ____ 41 to 50
   (4) ____ 51 to 60
   (5) ____ over 61

3. Present Position
   (1) ____ Principal
   (2) ____ Major Department Head
   (3) ____ Minor Department Head
   (4) ____ Other, please specify

4. Academic and Professional Training
   (1) ____ I do not hold a university degree
   (2) ____ Bachelor's degree
   (3) ____ Master's degree
   (4) ____ Ph.D. or Ed. D.

5. Teacher Category
   (1) ____ Category One
   (2) ____ Category Two
   (3) ____ Category Three
   (4) ____ Category Four

6. Total years of teaching experience in a high school, or combination of elementary school and high school, as of June 1972.
   (1) ____ 3 to 6
   (2) ____ 7 to 10
   (3) ____ 11 to 14
   (4) ____ 15 to 18
   (5) ____ 19 to 22
   (6) ____ 23 to 25
   (7) ____ over 26

7. Total number of years in present administrative position as of June 1972.
   (1) ____ 3 to 6
   (2) ____ 7 to 10
   (3) ____ 11 to 14
   (4) ____ 15 to 18
   (5) ____ 19 to 22
   (6) ____ 23 to 25
   (7) ____ over 26

CC 66 8. If you presently hold the position of Principal please indicate the number of years experience you had as a Department Head.

(1) ____ less than 3
(2) ____ 3 to 6
(3) ____ 7 to 10
(4) ____ 11 to 14
(5) ____ 15 to 18
(6) ____ 19 to 22
(7) ____ 23 to 25
(8) ____ over 26

67 9. Number of teachers under your supervision.

(1) ____ 3 to 6
(2) ____ 7 to 10
(3) ____ 11 to 14
(4) ____ 15 to 18
(5) ____ 19 to 22
(6) ____ 23 to 25
(7) ____ over 25 please specify
(8) ____ Principals please specify

68 10. Type of School.

(1) ____ Composite
(2) ____ Collegiate (and Nepean High School)
(3) ____ Technical-Commercial (e.g. Tech, Commerce)
(4) ____ Occupational (e.g. Highland Park)

11. Type of department (if a principal, indicate type of department you headed).

69 ____ 1. Art
70 ____ 2. Business
71 ____ 3. English
72 ____ 4. Geography
73 ____ 5. Guidance
74 ____ 6. History
75 ____ 7. Modern Languages
76 ____ 8. Mathematics
77 ____ 9. Physical Education
78 ____ 10. Science
79 ____ 11. Technical
80 ____ 12. Other, please specify

SECTION E

54. Please indicate your opinions below (use the back of this page if necessary).

1. In your opinion what are the most valuable attributes of the Department Head position?

2. What are some of the major problems with which a Department Head must deal?

3. What improvements, if any, could be made in the system of supervision and administration by Department Head?

4. Other comments you would like to make.

APPENDIX D

MEDIANS OF TIME ALLOTMENT

THE MEDIAN

The median is a measure of central location. The point on a scale at which half the observations fall above it, and half below it, is described as the median.

The medians in the following tables were calculated using the formula for calculation of median as described by Ferguson (1971:50):

$$\text{Median} = L + \frac{N/2 - F}{f_m} h$$

where L = exact lower limit of interval containing the median

F = sum of all frequencies below L

f_m = frequency of interval containing median

N = number of cases

h = class interval

Table 26

Medians of the Actual and Preferred Amount of Time for Supervision as Perceived by Department Heads

	Median Percentages by Department										Median of All Departments
	Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	
Actual	18.0	19.3	17.2	9.0	17.6	19.8	14.7	16.8	14.8	19.9	16.6
Preferred	29.8	24.3	23.3	13.8	28.8	34.7	22.5	24.8	25.0	34.3	27.0

Table 27

Medians of the Actual and Preferred Amount of Time for Teaching as Perceived by Department Heads

	Median Percentages by Department										Median of All Departments
	Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	
Actual	63.3	53.0	66.2	8.7	63.5	70.5	66.8	56.8	65.9	59.5	64.1
Preferred	47.5	48.8	48.8	15.5	46.9	55.5	57.2	46.5	48.0	43.0	47.9

Bus--Business, Eng--English, Geo--Geography, Gui--Guidance, His--History, ML--Modern Languages, Ma--Mathematics, PE--Physical Education, Sci--Science, Tec--Technical

Table 28

Medians of the Actual and Preferred Amount of Time for Lesson Preparation as Perceived by Department Heads

	Median Percentages by Department										Median of All Departments
	Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	
Actual	11.8	18.9	11.8	3.2	9.5	10.5	12.5	4.0	4.6	7.2	9.2
Preferred	11.8	16.5	15.5	3.2	3.0	13.0	13.0	8.9	11.8	10.1	12.4

Table 29

Medians of the Actual and Preferred Amount of Time for "On Call" as Perceived by Department Heads

	Median Percentages by Department										Median of All Departments
	Bus	Eng	Geo	Gui	His	ML	Ma	PE	Sci	Tec	
Actual	3.1	5.0	3.8	3.5	3.2	2.7	3.2	4.2	3.3	3.4	3.5
Preferred	2.7	3.4	3.8	3.0	3.3	3.3	3.8	3.4	3.0	2.5	3.1

Bus--Business, Eng--English, Geo--Geography, Gui--Guidance, His--History, ML--Modern Languages, Ma--Mathematics, PE--Physical Education, Sci--Science, Tec--Technical

Table 30

Medians of the Preferred Amount of Time as Perceived by Principals and Department Heads

	Median Percentages	
	Principals	Department Heads
Supervision	28.4	27.0
Teaching	61.2	47.9
Lesson Preparation	11.3	12.4
"On Call"	3.1	3.1

B30027